

TWO YEARS OF WORK

Report of the
Second Basic Education Conference
Jamianagar, Delhi, April 1941



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HINDUSTANI TALIMI SANGH
SEVAGRAM, WARDHA, C. P.

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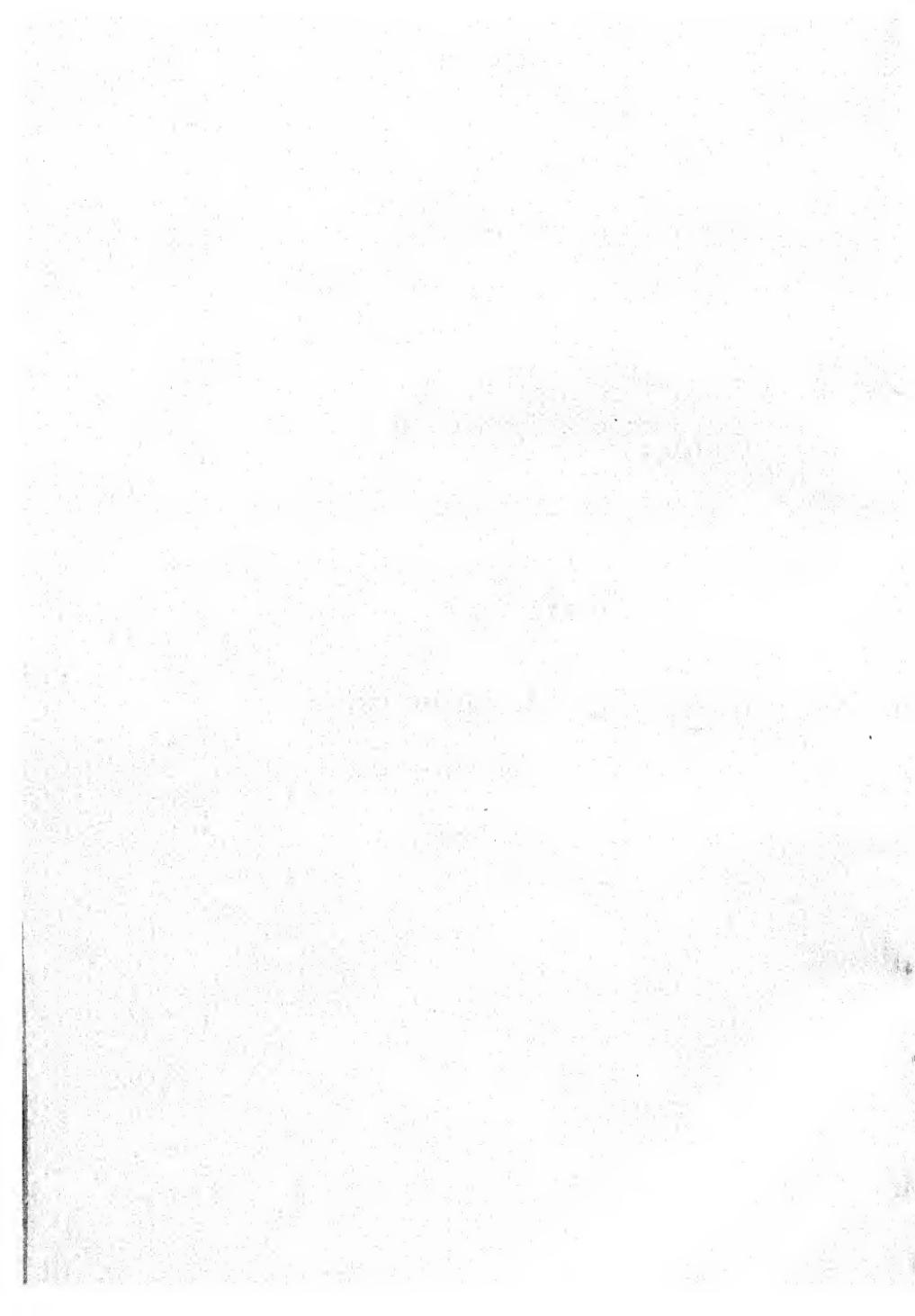
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FOREWORD

The report of the Second Conference of Basic National Education is before you. It will give you an idea of the lines on which the work of basic education is being planned and carried out. But may I utter a word of warning? It sometimes happens that we give free reins to our thoughts to leave nothing within the realms of possibility unexplored. But this is a country without limits and frontiers; and if we lack direction and aim, our efforts yield nothing but the exasperation of endless wandering. On the other hand, we may never look beyond the day's work, and walk the ceaseless round of the proverbial bullock of the oil-press, ending each day just where we began it. We must not seek thought by itself. We must impose upon thought the discipline of work, and be guided in all that we do by a vision of attainable and worthy ends.

The report should make it clear to the public that the workers of basic education wish to follow this way of true work. They know that there is still much to be thought out and much to do. They must come together again and again to assess their work and clarify their objectives; and the record of these meetings will also be placed before the public. The present report is an account of the second conference.

Those who believe they possess the right to pass judgment on the ideas and activities of others without thinking or doing anything themselves will not need this report. Most probably they will not read it and may not benefit much even if they do. But it will certainly mean much to those who are engaged in basic education or those who realise its urgent necessity. It

will save them from the despondency due to faltering courage and may work as an antidote to the intoxication of extravagant hopes. It will revive their confidence, it will make them aware of mistakes they may have made and—who knows—it may even open up new roads of thought and work.

ZAKIR HUSAIN

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SEVAGRAM,
WARDHA, C.P.

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M.K.Gandhi
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GANDHIJI'S MESSAGE

SEVAGRAM, WARDHA, C. P.

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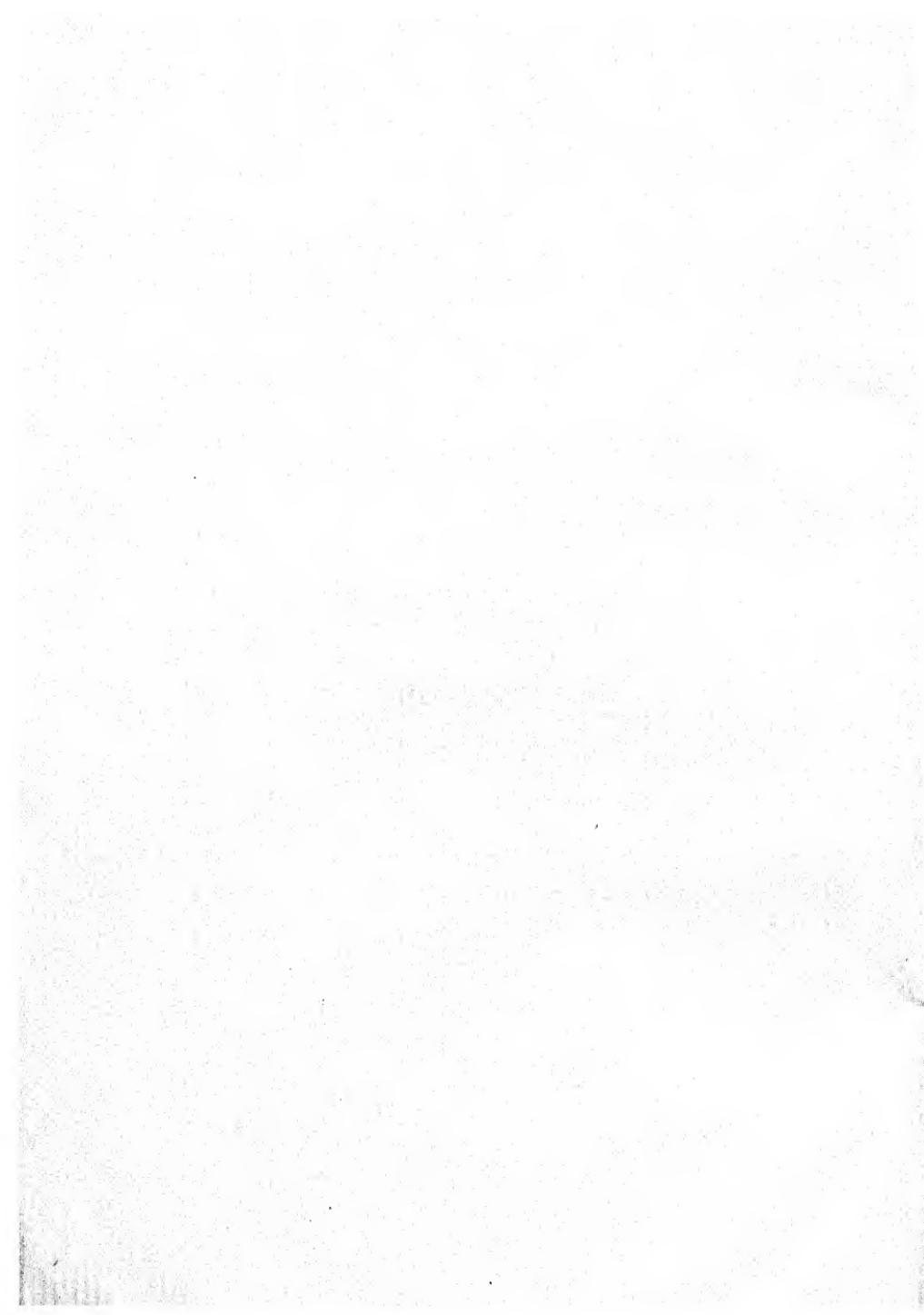
I hope that the Conference will realise that success of the effort is dependent more upon self-help than upon Government, which must necessarily be cautious even when it is well disposed. Our experiment to be thorough has to be at least somewhere made without alloy and without outside interference.

M. K. GANDHI

INAUGURAL ADDRESS

by

RAJENDRA PRASAD



INAUGURAL ADDRESS

I thank you for the honour you have done me by asking me to open this Conference. I feel that I have no claim to such an honour unless it be by my interest in the scheme of basic education with which the ladies and gentlemen assembled in this conference are intimately connected. I have accepted it in all humility in the hope that those who have conferred it on me will not care to scrutinise my claim very closely.

This scheme was first brought into prominence by a series of articles written by Mahatma Gandhi in the "Harijan" in 1937. He did not reach his conclusions as a result of a study of the writings of western educationists. He saw the appalling illiteracy in the country, the dire need for spreading education, the utter impossibility of making it universal with the present financial resources of the Government if present methods were pursued, and the utter futility and waste of energy and time involved in the method now pursued in educating our children. He came to the conclusion that if education was to be made available to rich and poor alike it must somehow be made self-supporting and that no education which did not enable the child receiving it to use his hands, feet and eyes effectively and usefully could be good enough for practical purposes. His conclusions were thus reached more or less *a priori* but they were not altogether new so far as he was concerned. In fact as early as 1921 he had insisted on the introduction of spinning in schools and it was made the principal item in the national schools started in the wake of the non-co-operation movement. His writings of those days show that he was even then contemplating a form of

self-supporting education through spinning by the school children. Some of the National Schools started in 1921 tried the experiment. But spinning was then not so scientific nor had its possibilities been explored in a practical way in those days and the result of haphazard experiments conducted by persons who had neither proper understanding nor practical working knowledge of this one craft which was sought to be universalised could not be other than it was. After a fitful existence for some time as spinning schools the national schools lapsed back into ordinary teaching schools of the existing type with the main difference from the existing institutions, that they were not supported by Government aid and gave somewhat independent outlook to their students.

By 1937 spinning had gone through a process of evolution. A number of intelligent workers had devoted themselves to the study and improvement of its technique and instruments and a mass of detailed information and practical knowledge of its working had been gathered. So in 1937 Mahatma Gandhi could write about education through a craft such as spinning with more confidence born of practical experience. His writings evoked discussion—some of it helpful, some ignorant, some based on prejudice, some serious although doubting. A conference was convened at Wardha to which educationists, particularly those interested in national education were invited and which was attended by Education Ministers of several Provinces. The Committee appointed by the conference prepared a somewhat detailed scheme under the Chairmanship of Dr. Zakir Husain and the scheme has ever since been known as the Wardha Scheme and the Report of the Committee as the Report of the Zakir Husain Committee. Many were surprised to know that what was regarded as the fad of a person infatuated by spinning had really the backing of the latest edu-

cational thought in the West and the most up-to-date psychologists who had been interested in the education of the young. There are many persons amongst us who are not satisfied about the truth or validity of a proposition unless an authority from Europe or America is quoted in support of it. Such doubters found plenty of such authority in the latest literature on the subject. The scheme thus began to be examined in the light of this background.

As far as I am able to judge Mahatma Gandhi had three fundamental points in his scheme. These are—
(1) That education did not consist in cramming the memory with facts from books or elsewhere but that the best education was that which developed the mental and other faculties of the child by exercising them in a practical way and that, therefore, that education was best what was imparted through practical use of the faculties of the child—in other words, which insisted on "learning by doing". This is education by means of crafts. (2) That education should be imparted through the medium of the mother-tongue of the child. (3) That if it was to become universal it must become self-supporting, otherwise it would remain a mere dream in this country.

The first two of these fundamentally were found to be in consonance with the latest and best educational theory of the West and could not very well be contested by those who drew their inspiration from there. Criticism was silenced but prejudice did not die so quickly. The scheme has continued to be condemned on the ground that its schools degenerate into mere spinning schools. It has been pointed out repeatedly that spinning has been given prominence because it is the one craft to which many earnest and intelligent workers have devoted years of attention and which has accordingly been developed and improved in a scientific manner during the last 20 years. It is, besides, the one

craft which has a fair chance of being universalised and has a number of well-trained workers available for teaching it. With all this it has never been claimed that it is the only craft which these schools should exclusively insist upon and other crafts which are of equal or similar educational value may be and have in fact been adopted in many schools with success. It was the third proposition which evoked much criticism even from those who were otherwise sympathetically disposed towards the scheme. They feared that emphasis on earning by the children might have the evil effect of converting schools into mere factories with child labour and thus instead of being centres of education the schools might become institutions for exploiting child labour. To allay the apprehensions of such critics the emphasis was shifted from the self-supporting character of the scheme to its value as a scheme of education through crafts. This was undoubtedly right, but one cannot help feeling that to the extent the earning part of the scheme has been thrown into the background, the chances of its universal adoption have also been reduced. I can only hope that the actual results of working will show that the earning part of it is important enough to merit better consideration from the point of view of universalising basic education.

The scheme attracted the attention of the Central Advisory Board of Education in India which appointed a Committee to consider it and ultimately blessed it. It may be said that thereafter it passed out of the region of suspicion and prejudice and became a scheme approved and authenticated by the experts of India.

The Government of the Central Provinces and the United Provinces adopted and introduced it into their schools in so far as it was possible to do so with the teachers and other necessary equipment available and they made arrangement for training of teachers. Well-trained teachers are an absolute necessity for the success-

ful working of the scheme, and even when it was adopted by the Governments of these Provinces, it could not be introduced in all schools in the absence of well-trained teachers. Its introduction had of necessity to be cautious and on a small scale and this is what happened. The Provinces of Bombay and Bihar adopted it as an experimental measure in a limited number of schools in particular areas and the experiment has been going on. The Province of Orissa also adopted it as an experimental measure and introduced it in 15 schools but the experiment has been stopped some six or seven months after its start on grounds which cannot stand scrutiny. The State of Kashmir under the guidance of its Director of Public Instruction, Prof. Saiyidain, who has been one of its enthusiastic supporters from the beginning has been making headway with it. A number of independent organisations also have adopted it in the institutions run by them. The most notable among these is the Jamia Millia where we are meeting today, the Andhra Jateeya Kalashala of Masulipatam and the Tilak Maharashtra Vidyapith.

When this Conference met in October 1939 at Poona the scheme had already been adopted or actually introduced either as a Government policy or as an experimental measure in the Provinces and States and other institutions mentioned above and it was to compare notes and consider and collate the results so far obtained that the Conference was convened. It was hoped that the conference would become a normal annual function and that the experiment started after so much deliberation and thought and with so much care and caution would be continued long enough to enable results to be reached and judged in a scientific way both from the point of view of the development of the children educated through a craft and to ascertaining the extent to which the scheme could pay its way with the earning of the children. It was obvious that a scheme which insists

on 7 years' education of a child cannot be judged fairly after 7 months' working. And yet that is exactly what the present Government of Orissa has done. One can understand the reluctance of a Government to embark on an experiment of this nature although it is not equally easy to appreciate it. But it passes one's comprehension how judgment can be pronounced on a scheme after 7 months' experiment. It is, however, a matter of gratification that the Governments in other Provinces where the scheme has been introduced have allowed it to be continued. I have no doubt that at this Conference you will again discuss your experience gained within the last eighteen months and will be able to assess the value of the scheme in a practical way to the extent it is possible after this conference. I have no doubt that your experience must have revealed to you not only the defects and deficiencies in the scheme but also its vast potentialities for good and you will undoubtedly proceed to remedy the former and profit by the latter. As has been pointed out so many times, there is nothing sacrosanct about any of its details and they should be exposed to the closest scrutiny and examination in the light of experience gained. But I am convinced that its fundamentals are sound and I am sure your experience, short and limited though it is of its actual working, has convinced you of its soundness. Let us remember two things. We have some 700,000 villages in this vast country with a population of nearly 40 crores and if we fix roughly 15 children per even 100 of the population as those coming within the age years of 7 and 14 for whom this scheme of education is intended we have to provide facilities for the education of something like 6 crores of children. The cost of education in existing schools according to the prevailing method is beyond the resources of the Provincial Governments and no wonder they have felt shy of introducing any scheme of universal primary education. This scheme opens a way

and brings this universalisation within the range of practical politics. Let us, therefore, give it all the trial and all the encouragement it needs to make it successful. We should not, therefore, pooh-pooh the idea of making education self-supporting as impracticable. On the other hand we should not be deterred by the fear that our schools will become factories for the exploitation of child labour or that the products of your schools will upset the economy of our nascent industries. The first can be and I trust has been guarded against and the second need not jockey us into a position when we are bound to regard the interest of industries as superior to those of the education of your children. I ask for a fair field and no favour for the scheme and I shall be content to leave the future to be regulated by the results of the experiment conducted in an impartial manner. I am hoping that the problem of financing basic education will largely if not entirely be solved when we know the result of this experiment.

In the second place we have to remember the waste and futility of the present system of education. A very large proportion of those who pass out of our primary schools do not reach its highest classes and a large proportion of those who do so lapse back into illiteracy and thus lose the only thing they have gained in the school. The scheme of basic education seeks to remedy this. Waste is bad everywhere but a poor country like India is the least fitted to bear it. Let us give a fair trial to a scheme which hopes to eliminate it.

There is one point to which I wish to draw your attention. We are trying to make the children "learn by doing", and this is particularly helpful and useful in the earliest stages. But in later years the use of books cannot altogether be eliminated. Books have, therefore, to be prepared. We are used to a certain class of books which are prescribed as text books. I do not think they can serve the purpose of our basic schools. We have

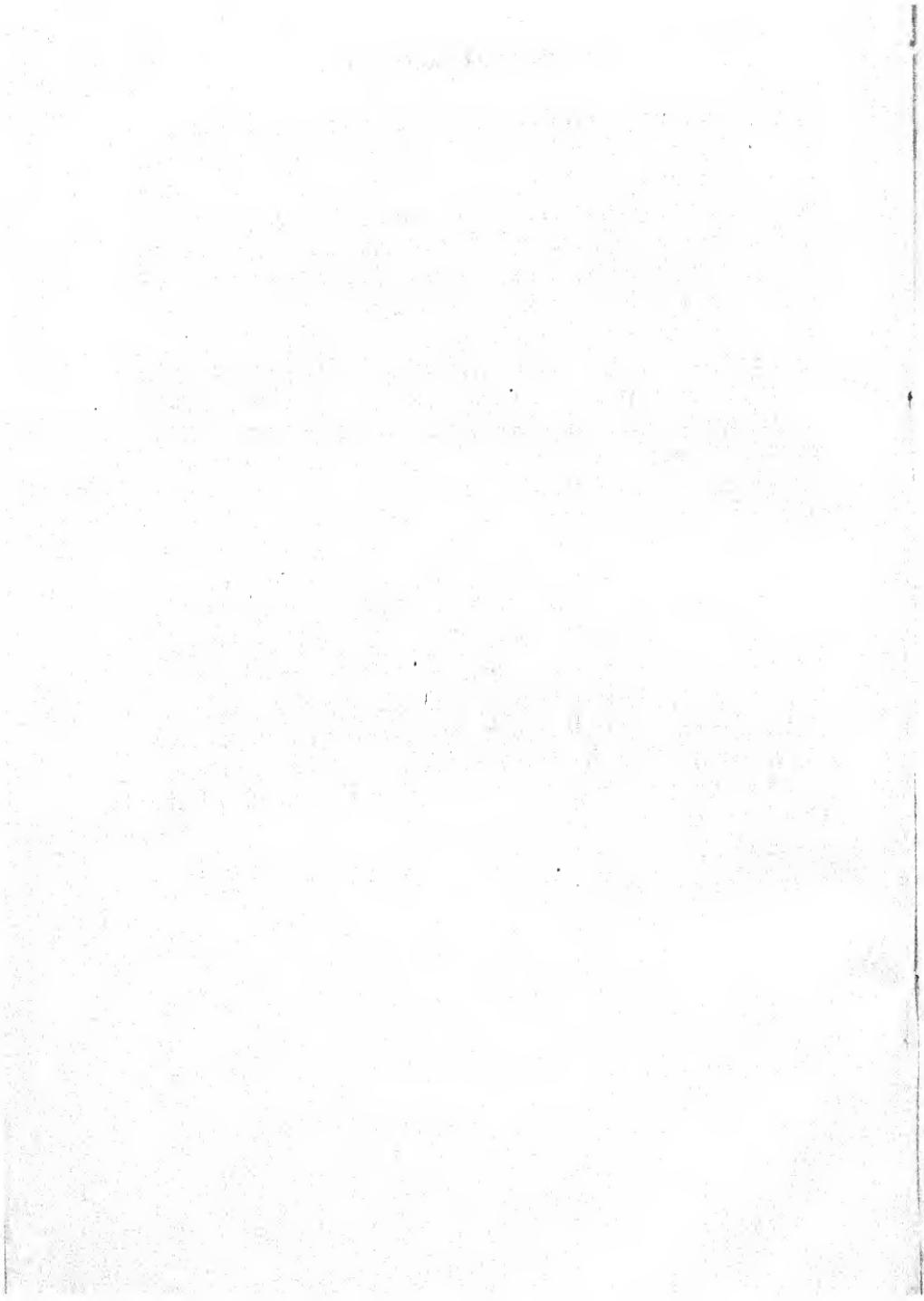
to create literature for our schools and the matter has not failed to claim the attention of those interested in basic education. Those text books should be suited to the development of the children for whom they are intended not only as regards their subject matter but also as regards the language in which they are written. I do not know if any attempt is being made by the Talimi Sangh or any other organisation to fix the limits, however roughly, of the vocabulary used in these text books for children. As the children grow, the vocabulary will undoubtedly grow and it is desirable to have a graduated series of words which should be used in these text books. In the State of Bilaspur an attempt is being made by Srejut Ramchandra Varma to produce such a collection of words from the vocabulary in common use in a graduated series for various classes in a school and I take this opportunity of inviting the attention of the conference and the Talimi Sangh to this question when they consider the preparation of text books for our basic schools.

The success of the scheme depends very largely on the ability and devotion of the teachers. Their training is necessary and its expansion can proceed only in proportion to the number of teachers trained. But mere training is not enough. The teacher in this scheme is not a mere machine any more than the child in his charge is so that if you turn one part of the machine the other will automatically react and turn. It is really the intelligent interest that the teacher will bring to bear on his work that will give us the expected result. We, therefore, need enthusiasts, particularly in the experimental stages, to make the scheme successful. The deficiency in the teacher has to be supplied by the supervisor who should be as well trained as the teacher and should be an equal enthusiast in his line. We may not comfort ourselves with the idea that the scheme has at last passed through the stages of doubt and suspicion,

and questioning and criticism and that it is being put to the test of experiment in a fair and impartial spirit. The experience of Orissa is a warning that it takes long to conquer a prejudice and we must be prepared for such unjust and ignorant judgment at times. But when we are convinced of the soundness of the scheme and its vast potentialities for the good of the country we should go on with it with determination and faith.

It has already secured the ungrudging services of a band of enthusiastic workers whose qualifications as sound educationists no less than their devotion to their work are a guarantee as much of its success as of its soundness. And I hope that as days pass and the results of work conducted in a scientific way become available what little of prejudice still remains will be dispelled and the scheme will be well on its way to universal adoption. That will be a glorious day and all of you who are engaged in ushering it in will have good reason to be proud of your work. May you have the strength, the determination and the foresight to continue the noble work you have begun and to view the future with confidence and faith. I wish you god-speed and request you to proceed with the agenda of the Conference.

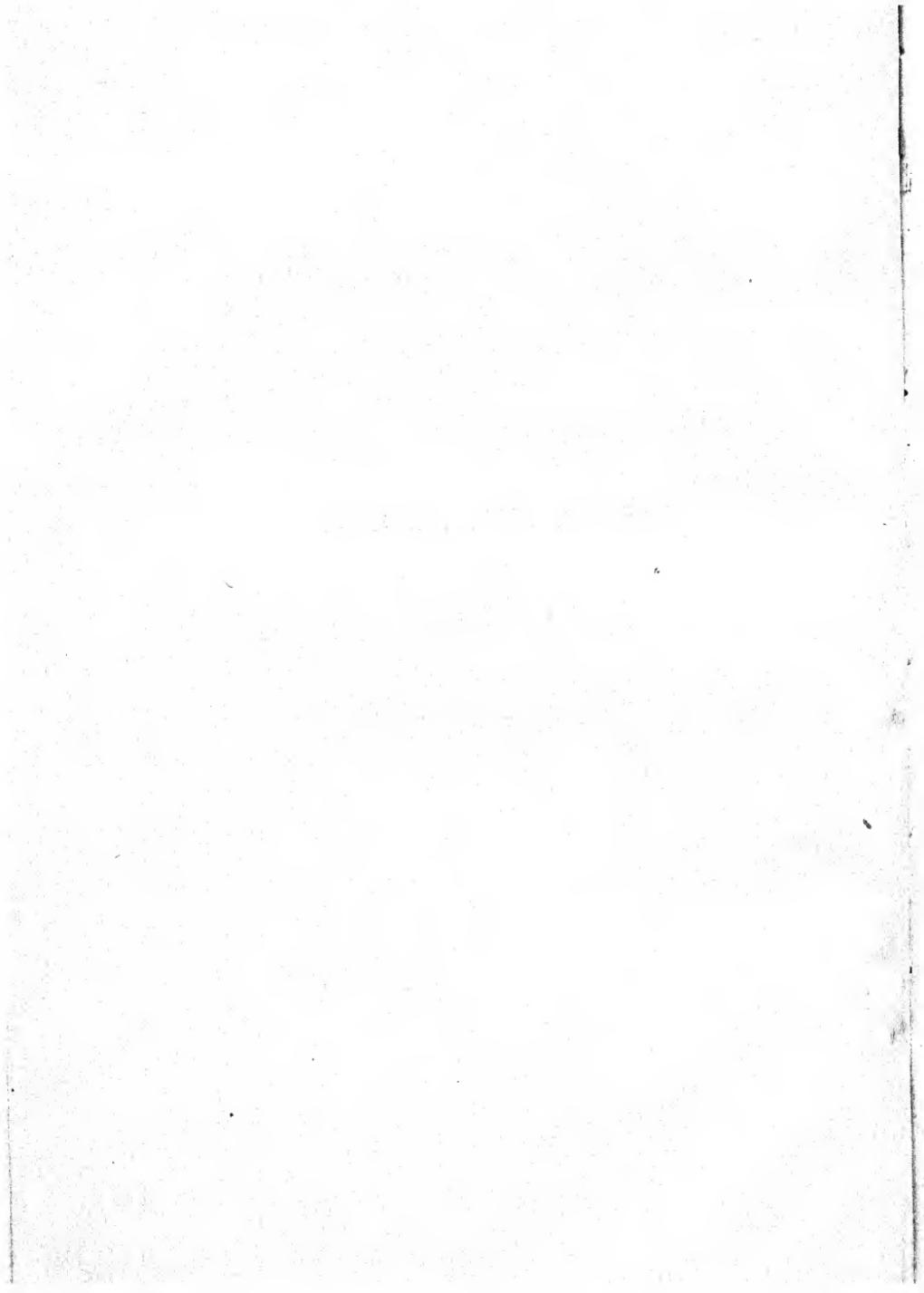
RAJENDRA PRASAD



PRESIDENTIAL ADDRESS

by

ZAKIR HUSSAIN



PRESIDENTIAL ADDRESS

AMIR-E-JAMIA, RAJEN BABU, BROTHERS & SISTERS!

Today we are opening the Second Basic National Education Conference. You have come to participate, from far and near, allowing your other important work to suffer. It is not easy for the conveners of this assembly to thank you enough, but I assure you we feel sincerely grateful. We have every hope that, when we have communicated all that we have to say, we shall have learnt so much from each other that the cause of real basic education will have been advanced another step forward.

You will remember that the First Basic National Education Conference was convened by the government of a rich province. Today you are here at the invitation of a poor national institution. You will forgive us if we are unable to offer you the same comforts as your hosts on the previous occasion. I assure you, if we have failed in anything, it is because of our very insufficient resources, and not through lack of thought for your convenience. For my part, I believe you will have quite ignored these petty details. But this difference between the First and Second Basic Conference does force us to reflect. Whose duty is it to carry on this work of Basic Education? Is it the duty of governments or of private individuals and institutions? I want you to consider this question well. You know this scheme was drawn up by private individuals, and if no government had accepted and adopted it, they would still perhaps have found some opportunity and means of putting it into practice, and of pointing the

way to higher ideals and better methods of education. Or, perhaps, this scheme, like other impracticable and far-fetched schemes, would have been embodied in a book and embedded in some library. But, let me ask you, would you consider either of these events equally possible? I personally believe that those who framed this scheme believed that the time for building up the Good State was drawing near. If the Good State came into existence it would take up this work; if it did not, educationists would carry out this scheme as a matter of higher duty and thereby prepare the country for the coming of the true and the good State. Such a state cannot be easily built up. It requires long and patient effort. And, therefore, I believe that the originators of this scheme had already made up their minds to work it without government aid. It was but an accident that the governments of several provinces accepted this scheme with what they regarded as necessary modifications, and adopted it without much preparation, sometimes even entrusting its working to people who had not full faith in it. Somewhere the scheme was carried out on a small scale, in other provinces on a larger scale. Even today you will find some governments taking basic education in earnest, others just allowing it to drag on, as it were, to save face. You will find an example or two of governments devoting the immense period of eight or ten months to experimenting with basic education, then wearying of it, repenting of their folly and abjuring it for ever! No doubt we should not have had this profusion of experiment and experience if so many governments had not taken up our scheme, but it is equally true that there would have been far less bitter opposition in circles not connected with governments or opposed to them. Just because this scheme had been adopted by governments whose policies they resented, these people repudiated the scheme, refusing even to consider and criticise it. It has also happened

that governments made use of their authority to introduce this scheme, and there is no doubt that in some cases its execution was entrusted to those who did not appreciate its value or disliked it for reasons that had nothing to do with education. As a general result if basic education has derived some benefit from being adopted by governments, it has also suffered harm. What, then, should we do? Should we try to persuade governments to take up basic education, or should we enlist powers outside the government in its service? Let me tell you what I feel. I think basic education is a task the state must undertake and perform. It is a task so intricate and so vast that private effort by itself cannot organise and control it. But if by state we mean the government of a party or a group, that is something so unstable and unreliable that education cannot thrive upon its patronage or remain true to its ideals for long. On the other hand, if by state we mean a form of social organisation based on justice, an organisation which seeks continually to strengthen its moral foundations, and in which the free spirit, not only of groups and classes, but also of individuals, receives daily sustenance from a virtue that all citizens alike cultivate, then education is the primary function of the state, for the development of such a state will depend on the quality of its education. There can be no perfect State on this earth. There can be states which are founded on moral principles, and states which are not. There can be states whose policy is inspired by a moral urge, and states which are opportunist. Some states strive for the realisation of justice, others rest content with their law as it is. In some states moral and material advancement is an end which any who desire may attain, in others this advancement is the exclusive privilege of a few. Basic Education is a task which states of the former kind should undertake; those of the other kind will be merciful if they keep their hands off

it. In our country the moral state has yet to be built up. But should we sit idle in the meantime? No, we acknowledge that it is the duty of everyone who aspires to freedom and virtue to do all that is in his power to prepare society for a moral State such as I have just referred to. Similarly, it is the duty of every true educationist to contribute in bringing such a state into being. No doubt, in adverse political conditions, the educationist's task can be very difficult. But the task cannot, for that reason, be given up. We must only remember that we have to labour hard for very poor returns. But it can happen that this labour itself may open the eyes of people, may even lead to the establishment of the state which can, in a single effort, achieve a thoroughness and a perfection which, to the weary individual worker, appeared to be a dream of the far distance.

We are fortunate today in having Babu Rajendra Prasad among us, and he will formally open our Conference. I wish to convey through him to all leaders of political opinion in our country the fervent entreaty of all those engaged in the work of education to chasten and reform our political atmosphere, and to lay, as soon as possible, the foundation of a State in which one community will trust the other, the weak will not be in terror of the strong, in which the poor will not suffer injury and insult from the rich; a state in which different cultures can flourish side by side, and each bring into relief the virtues of the other; a state in which every citizen can develop to the full the finest qualities latent in his nature, and devote to the service of society the full resources of his personality. I know it is easy to make such a request, while it is beyond the competence of any single person to fulfil it. But I feel that today more than ever before, political leadership has the chance, by appreciating the desires and difficulties of various communities and groups, and by pro-

moting a frank and open exchange of power and privilege, to lay the foundations of a moral progressive state. Till that has been done, the condition of us educationists will be pitiable. For how long shall we plough this desert? For how long shall we endure to see all our plans, our ideals, our dreams being suffocated in the poisonous smoke of suspicion and distrust? For how long shall we tremble with the fear that a single political mistake, a little show of obstinacy can destroy for ever what we have achieved with the labour and the love of a life time? Our work is no bed of roses. We are often despondent, often heart-broken. If we ever feel our strength failing us, upon whom shall we lean? Shall we lean upon this society in which brother is turned against brother, in which no values are acknowledged as final; this society which knows of no song that all may sing together, no festivals that all may celebrate, no joys that all may share, no sorrows that link heart to heart in sympathy? Our distress is beyond endurance. Bring us relief, relief today; for who can tell what tomorrow has in store?

Brothers and Sisters! I have taken advantage of Babu Rajendra Prasad's presence among us today to tell him all this, and I am sure I have voiced your sentiments also. But if Rajendra Babu fails us, that is, if our political leadership fails us, shall we give up our work in weariness and despair? It is possible we may be so utterly weary that any further effort may be beyond us, but this is a situation I am most unwilling to contemplate. If we believe basic education to be essential for our country, we should not wait in idleness for a sign of political reform, for the establishment of such a state as will take upon its shoulders the burden of universal education. No. If we do not begin our work today, we shall wreck, through ignorance and inexperience, all such undertakings when the time for them has come. Even the best state cannot, by a mere touch

of the finger, make fountains gush out of dry rock. The work of basic education must, therefore, continue, and it must continue in such fashion that if ever a government wishes to take it up, it will not be able to say that it does not know how basic education can be organised and whether it will succeed or fail. But that is not all. Even if governments accept and adopt our scheme, and work it as we would like them to, would our task be completed? I think not. There is no state which does not need to progress further. Every good state, which is founded upon truth and virtue, endeavours to improve itself. It is so with all human institutions. They advance, or they deteriorate. A good state is, in the nature of things, a state which grows with the growth of its citizens. If such a state adopts basic education, there will still be a vast number of thoughtful, alert and experienced citizens devoting their intelligence and activity to the improvement of educational methods in private institutions. They will make experiments which the government, because of the great extent of its work, will not be able to undertake, and they will be able, through their success as well as their failure, to guide the policy of the state towards better methods and higher ends. In other words, private individuals must bear the burden of work today as well as tomorrow. There will be political changes, but the work of basic education will continue, sometimes with the help of the state, sometimes without it. Our people, so far as I can see, will never abandon the fundamentals of basic education. If ever we have a government which desires the good of all alike, which does not discriminate between rich and poor, Hindus and Muslims, Indian and non-Indian, and which is based on the consent of all and strives for common benefits, you may be sure it will undertake the free education of all its boys and girls for at least seven years, and it will insist upon all its citizens being educated. You will note I have said at least

seven years. If the resources of this government increase, so will the period of free education. But now under any responsible government, our people will not consent to a shorter period, no matter what tricks are played with such terms as upper and lower primary, or primary and secondary education. We may also consider it finally settled that during this period of seven years education will be given in the mother-tongue. A third result, which in my opinion we have definitely achieved, is that work will form the centre and basis of this education, and as far as possible, everything that is taught will be taught through work. I do not know of anyone who is sincerely opposed to this third fundamental feature of basic education. But this idea is comparatively new, and even those who have taken up basic education find some difficulty in realising all its implications. So, if you will allow me, I shall explain briefly my own conception of the place of work in education, and of what is meant by our saying that book-schools should be converted into craft-schools.

It is not only today that we talk of making work a part of education. People have been saying this for quite a long time. But each has said it in his own way. For one, 'work' is a principle, and should be accepted as such, without being added on to the curriculum as a 'subject'; for another it is a 'subject', it should have a period allotted to it, and no further changes need be made in methods or in the syllabus; for a third, work must be such as yield a return; and, last but not least, there is he who says that all activity is a blessing, that children must be allowed to move about and to do things, and it does not matter if their activity does not produce anything, for children are not labourers, their activity is creative! I have no quarrel with those who hold these opinions. I only wish to state my own. And my opinion is that when we talk of work in connection with education, we must have only such work

in mind as is really educative, for the body as well as the mind, work such as makes men better men. I believe man progresses by judging what he has done, by realising the merits and defects of his own work. When a man undertakes some work, physical or mental, he can make it educative for himself only when he is moved, at the same time, with the desire to do full justice to what he has undertaken, and is willing to subject himself to the discipline imposed by his work. Not all activity but only that which is planned can be educative. Work executed mechanically, which could have been done by a mere machine, cannot educate. There must be in the mind a plan of the work to be done. The next step is also a mental process: a consideration of the means, and the selection of those most appropriate for the given purpose. Then comes the execution of the work with the material and the instruments chosen. Finally there is the appraisal of the finished product to see if it corresponds to the original plan, if it has been executed with the means considered appropriate when the plan was formed, and whether it can be said to have justified the labour and the material spent on it. It is these four definite stages in the process of work that make it educative. But this is not all. Work of any kind, if constantly repeated, produces a certain amount of skill, but skill is not the object of educative activity, whether the skill be mental or physical or linguistic. The conception of the educated man we have in our minds is not of a skilled person only. Skill can be acquired by thieves also, by those who thrive on deception and those who make the true appear false. Such skill cannot be the end of education. We shall have to define our object further by saying that work can be truly educative only if it serves values higher than mere personal ends, values beyond ourselves, which we acknowledge and reverence. He who works for himself without doubt becomes skill-

ed, but we would not consider him really educated. He only who serves the higher values truly educates himself. In his desire to serve these higher ends he does not seek his own pleasure or satisfaction; he devotes all his ability and power to the fulfilment of his task as a duty he owes to it. This conduces to the development of his personality, it elevates his moral nature. For what else is moral education but that a man should learn to transmute all personal desire for satisfaction and pleasure into a resolve to serve values which he regards worthy of service, and should strive to make his service worthy of the cause to which it is dedicated. Craft as well as purely mental work can thus both be made truly educative; and they can both be equally uninspired and therefore futile. The true work school is that where children acquire the habit of planning, of considering ways and means thoroughly before they start work, and of examining their achievement critically when they have done what they set out to do. They will thus gradually realise that in whatever they undertake, they will be disloyal to themselves and unjust to their enterprise if they do not devote to it all the energy and skill, all the care and attention which the work requires. Those who seek to make work educative must constantly bear in mind that there can be no work without a definite objective, that work has its own ideals, its own laws which may not be disregarded. It does not allow us to be satisfied with indifferent results, or just to pass our time doing something. It does not allow us to amuse ourselves, to make sport with things. Work is activity quickened by a purpose; it demands a self-criticism that is unsparing, and for those who fulfil its demands, it holds out the promise of a joy that none other can excel. Work is austere self-discipline. Work is prayer.

But even in austerity and in worship of the divine people can have their own selfish ends. They make sure of their own place in heaven and leave others to

their fate. A work school that is true to its ideals will never allow work to become the selfish object of an individual. It will inevitably transform itself into a society striving for a common end. In this society there will be absolute co-operation and the common end will be achieved through each fulfilling his appointed task, the labour of each will be so woven into the common pattern that the mistake of one will mar the work of the rest, and the quick will not be able to leave the slow behind. Thus the school will provide for the most intimate association through work and will develop those virtues which our country sorely needs: the ability to co-operate in spite of differences of temperament, and the sense of responsibility which make the performance of social duties more urgent than the satisfaction of personal needs.

A true work school will not, however, be content with training its pupils through organised activity, with forming them, through this activity, into a co-operative society in which each is not only aware of his responsibility but also fulfils his task. I think a true work school will make its small society the instrument of some higher purpose, lest its pupils, having overcome individual self-seeking should fall into the quagmire of corporate greed.

We might sum up by saying that a work school will teach its pupils to do their duty by the work they undertake, it will organise its activity on the basis of full co-operation, it will inculcate the belief that the school is a society and all work is service of this society. Finally, it will foster the aspiration to model this society on the lines of the most perfect society the human mind can conceive. It will thus lay the foundation of the belief that the performance of appointed tasks is man's function as the member of a society and also his moral duty; that a man's work and a man's life must in every way conduce to make society a better society.

If ever our people develop the character and acquire the virtues of the good society, I do not believe they will, for one moment, rest content without the work school whose main features I have outlined. But until we have work schools, our society cannot easily become what we want it to be. So everyone who can, should establish and conduct schools of the kind we need. It is not only to those who have accepted the scheme of basic education that I would make this request. I would address my entreaty with equal earnestness to those who have rejected the scheme as undesirable. I would beg them to reflect how they can oppose basic education, if it is what I have shown it to be. It must be some other considerations that have made them oppose it. Perhaps some features of the syllabus, which was drawn up by a committee of private individuals, have provoked them; they might have found lacking things which they consider essential for a syllabus, or they might have found things prescribed which they dislike. But the syllabus and basic education are not one and the same. The syllabus is not a principle, but merely its expression. It is not unalterable. It was declared to be experimental even when it was first presented by the committee which prepared it. And up till now about half-a-dozen different committees have discussed it, amended and adapted it in parts, and accepted it in the main. But even this acceptance is not final. We ourselves shall discuss it at this Conference, when perhaps it will be shown to be defective in many ways. But we should not, because of these shortcomings, abandon the main principles of the scheme which I believe to be sound. We shall be losers if we do so. Let us, therefore, if we find it necessary, draw up another syllabus to embody in a more practicable and effective manner the fundamental principles of our scheme. Let us then work according to the new syllabus and estimate the results achieved. Others will benefit along with us if we are

found to have discovered something better than what we already have, and if we are wrong, we shall realise where we were mistaken. It is possible that those who oppose basic education do so because they dislike the people from whom it emanates. But whatever is good and true in this world is either the possession or the lost property of those who are good and true, and they should claim it as their own wherever they happen to find it. Their decision ought not to be influenced by such considerations as who framed the scheme, where it was framed and who first accepted it. We should neither worship names nor shy at them.

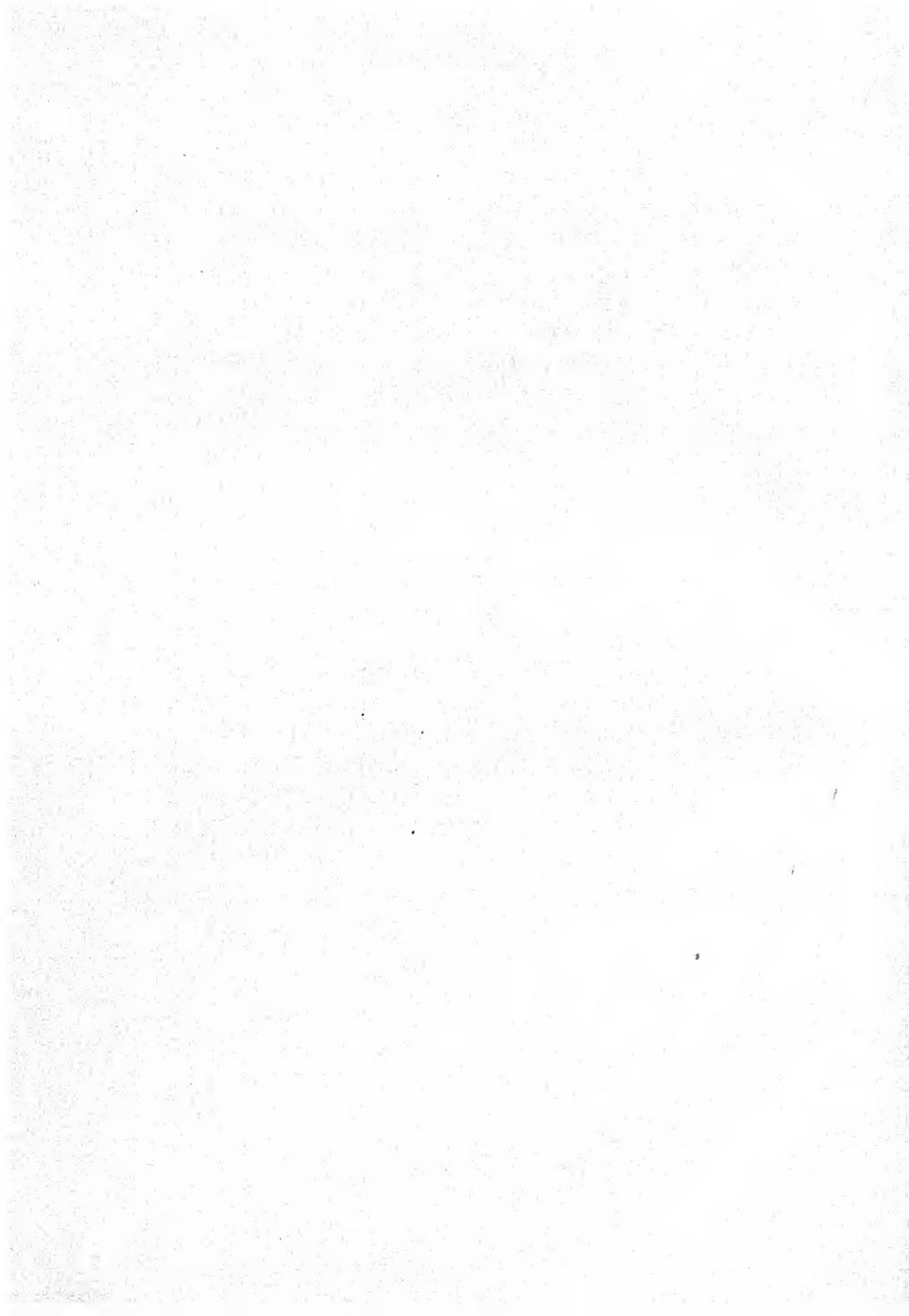
Forgive me for taking so much of your time. I offer you a most hearty welcome. You have three days of fairly heavy work before you, and you have further work to do after this Conference in putting into practice decisions we arrive at here. Next year we shall meet again to review our work and educate ourselves by the same process as the children we have in our charge. May God give us the ability to learn through work, and make us worthy servants of our cause. May He lead us along the right path, the path of those who have found favour in His eyes and help us to avoid the way of those who have strayed from the right path and fallen in His sight.

ZAKIR HUSSAIN

WELCOME ADDRESS

by

E. W. ARYANAYAKAM



WELCOME ADDRESS

By

THE SECRETARY, HINDUSTANI TALIMI SANGH

Friends,

I have great pleasure in welcoming you to this, the second conference of basic education, on behalf of the Hindustani Talimi Sangh. We met for the first conference about a year and a half ago in October 1940 in Poona at the invitation of the Bombay Government. We meet for the second conference on the outskirts of a little village, as the guests of Jamia Millia Islamia—an institution which within the short space of last twenty years has built up for itself an unique tradition of National Education. I think we could meet in no better setting and under no better auspices.

We had met for the first conference after only about a year of work—a year spent mostly in preliminary preparations for the initiation of the experiment. Our experience of the practical working of basic education at the time was, therefore, both short and inadequate. The conference, however, fulfilled a real need at the time. It was attended by representative workers from nearly all the centres of basic education in different parts of India. Their experience was pooled together and the practical problems discussed in the light of this collective experience. The experience of the training schools and basic schools was also recorded in an exhibition organised along with the conference. The discussions and conclusions of this conference were summed up at the end in the shape of findings. This conference with its findings marks the first step in the

development of basic education and its report has since been published under the title of 'One Step Forward.'

We meet for the second conference better equipped. We have behind us the experience of two, and in the case of some institutions, three years of practical work. Both our problems and achievements are, therefore, more concrete than they were at the first conference. We also meet, I hope, with a clearer understanding of the objectives of the new education.

We met for the first conference not only inadequately equipped, but also under the shadow of a grave national and international crisis. In Europe the world war had just begun. In our country the Congress ministers who had sponsored the experiment in the different provinces had already tendered, or, were on the point of tendering, their resignations. There was uncertainty and anxiety in the atmosphere. The question before every one was "What would happen to basic education after the Congress goes into wilderness?" This anxiety was recorded by the conference in the following resolution:—

"The work of Basic National Education is of such vital importance to the future of the country that it should be continued without interruption, whatever the political changes that may occur in the near future."

Basic education, however, did not go into the wilderness with the resignation of Congress ministers as had been feared. It survived the political crisis, and freed from its political association, it has been functioning for the last year and a half on its own intrinsic merit as a scheme of educational reconstruction.

We meet, therefore, at this conference, not only strengthened and enriched with the experience of the last two years, but with our minds freed from the confusion of political with educational issues. We meet as educational workers discussing problems of educational reconstruction.

It is true we do not meet under happier circumstances. The shadow that lay over the first conference has materialised into one of the greatest tragic catastrophes in the history of man. In Europe today all that makes life sacred or precious is being destroyed with a wanton ruthlessness the horrors of which are beyond imagination. In our country we are in the midst of a nation-wide movement for freedom both political and moral. It was debated whether it would be possible, or advisable, to call a conference of basic education under the present conditions. After serious consideration we decided that it was necessary for us to meet again.

If we are meeting again to discuss basic education we are not doing so in a spirit of pseudo-philosophical detachment or callous indifference but in conscious realisation of the tragedy around us. We are meeting to re-iterate our faith in education as one of the vital forces that shape human civilisation. We are not meeting merely to discuss ways and means of tinkering at educational methods, but in an earnest co-operative attempt towards the reconstruction of education and through education the reconstruction of society. I hope we shall keep this objective before us in the discussions of the conference.

We have a programme of three days of work before us. For discussion we have selected the three main problems in the practical working out of basic education or rather three aspects of the fundamental problem of basic education "how best to bring out all the latent possibilities in a child, how best to develop his personality through the medium of productive work and the child's physical and social environment."

We shall first begin with the most important question of "basic schools at work". As I have said before, we are meeting after a lapse of two and in some cases after three years of basic schools at work. Most of

these basic schools or groups of basic schools are represented here and will present reports of their work. From these reports we should have ample material to answer the most fundamental questions of basic education: How far have the basic schools at work succeeded in fulfilling the expectations of the scheme? How has this new education affected the growth of the children? Is their intelligence being developed? Are they becoming aware of their social and physical environment? Is a sense of scientific curiosity and questioning growing among them? Are they forming habits of systematic and disciplined work, of orderliness and self-discipline, in all their activities? both at play and at work? both at home and at school? Are the children happier and cleaner? Are there any signs towards better citizenship? towards habits of co-operative work? towards an ideal of service to the community to which they belong whether at school or in the village? Have we passed through the first stage of the apathy or hostility of the parents and guardians and are there any signs of better relationship between the school and the village community? Are there any signs of the influence of the school on the village?

We should also make a sincere attempt towards the understanding of the difficulties in the practical working out of the scheme and assessing our shortcomings. We should try to answer honestly from the data available whether basic education as practised in the basic schools today is really craft centred education or merely craft teaching plus the teaching of other subjects in the syllabus? Are the teachers starting their work properly equipped for the difficult task before them? Is there a tendency among the teachers of isolated and remote rural schools towards lapsing into the easier methods of orthodox teaching? What are the practical difficulties before individual teachers in basic schools?

The second subject selected for discussion is closely bound up with the first. It is in fact a vital part of the bigger problem of basic school at work. It will be an attempt to assess the Syllabus of Basic National Education by the last three years' experience of correlated teaching. It was pointed out in the report of the Zakir Husain Committee that the syllabus presented was only a tentative one to serve as a basis for experiment in correlated teaching.

"A syllabus of this kind, which aims at far-reaching reconstruction of educational practice, really requires a background of fairly extensive experimental work on the lines indicated in our report because it is only after such practical experience that all the possible correlations can be confidently worked out. We have done the best we could in preparing this syllabus and have fully utilised our collective experience as teachers, as well as the suggestions received from friends. But we must point out that this should be regarded as a tentative scheme drawn up to show that the principles of co-ordinated teaching which we have advocated in our report can be worked out in practice and translated into the terms of curriculum. As teachers in our training schools and colleges and in the new schools of basic education begin to work out the scheme scientifically and record their observations and experiences, it will be possible to improve the syllabus progressively. Such an experimental attitude of mind on the part of the teachers is essential for the success and efficient working of this educational scheme."

We have not yet sufficient experience behind us for a thorough assessment of the syllabus nor have there been ample opportunities of working the syllabus in the true scientific spirit. We have, however, invited workers to give their opinion on the basis of their experience as to how far it has been possible to work the syllabus as an integral whole round the craft work in

the school and the physical and social environment of the child; how far the correlation has been natural and where it has been forced and artificial; and what other items of knowledge not included in the syllabus have naturally been acquired by the child round its craft-work or life around him? An attempt has also been made to record this experience graphically through the exhibition.

Workers of basic education have also been invited to place before the conference their experience of the practical working of 'the technique of correlated teaching'.

It has been felt that the syllabus of spinning as a basic craft needed revision in the light of experience of the last two years. This task was entrusted by the Hindustani Talimi Sangh to a committee of experts with some experience of basic schools and basic training schools. On the basis of the data before them they have prepared a tentative syllabus which will be placed before the conference for discussion.

The third topic—the training of teachers—is only another aspect of the main problem before the conference, for the working of the basic schools depends to a very large extent on the preparation of the teachers in the training schools. This subject can be discussed with a certain amount of confidence, as twenty-two training centres and a number of experienced educationists have been experimenting with the training of teachers of basic education during the last three years. We hope we have gathered sufficient experience to solve some of the main problems in the preparation of teachers for basic schools. A detailed syllabus (both theoretical and practical) of spinning as the basic craft has also been prepared by a committee of experts under the guidance of the Hindustani Talimi Sangh and will be placed before the conference for consideration.

A special session of the conference has been re-

served for the consideration of 'the place of art in basic education and the possibility of new crafts'. We believe that self-expression through art forms a most important part of basic education.

It must be admitted, however, that this aspect of basic education has not, with the exception of U. P., received due attention in the basic schools and basic training schools. This has been due mainly to the lack of trained workers. We have requested Dr. I. R. Khan, Principal, Basic Training College, Allahabad, to open the discussion on the subject, as valuable pioneering work in this direction is being carried out by the institutions of basic education under his direction. We hope, however, that other schools and basic schools will give their increasing attention to this aspect of basic education.

Before we begin the actual work of the conference a brief survey of the progress of basic education during the last three years may prove useful as a background to the discussions that follow. I shall pass over the initial stages briefly as you are all well aware with the inception and early development of the Scheme.

The first step in the evolution of the scheme of basic education was the Wardha Educational Conference. At this conference Gandhiji defined his conception of basic education and placed it before the assembled educationists and national workers for discussion. After a full discussion, the conference accepted the four fundamental principles of basic education, and a small committee was appointed with Dr. Zakir Husain as president to give a concrete shape to the scheme. The report prepared by the Zakir Husain Committee was accepted and basic education was adopted as the official policy of National Education by the Indian National Congress at Haripura (March 1938).

In April 1938, a Board of Education under the title of Hindustani Talimi Sangh was formed to work out in

a consolidated manner a practical programme of basic education. The first institution of basic education, the Vidya Mandir Training School was opened in April 1938 at Wardha to train teachers. Gradually steps towards the introduction of basic education as an experimental measure were taken by the Governments of C.P., U.P., Bihar and Bombay Presidency and the State of Kashmir. Special Officers and Boards of basic education were appointed, Training Schools were opened and the necessary arrangements were made for the opening of new basic schools or conversion of the existing primary schools into basic schools. Some of the institutions of National education also took up the work. The Jamia Millia Islamia of Delhi and Andhra Jathiya Kalashala of Masulipatam opened training centres. The Tilak Maharashtra Vidyapith at Poona and the Gujarat Vidyapith of Ahmedabad co-operated with the Bombay Government in the training of teachers and introduction of basic education.

Meanwhile a wave of educational reconstruction seemed to pass over the country. The Governments of the U.P., C.P., and Bihar appointed Education Re-organisation Committees with wide references to study and report upon the entire scope of education from primary up to the University stage. The Central Advisory Board of Education likewise appointed a committee with Sjt. G. B. Kher, then Premier and Minister of Education, Bombay, as president "to examine the scheme of educational reconstruction incorporated in the Wardha scheme in the light of Wood and Abbott Report on General and Vocational Education and other relevant documents and to make recommendations."

By the end of the first year of basic education, ten Training Centres besides the seven refresher Training Centres opened by the Government of U.P. were engaged in the training or re-training of basic teachers. A few basic schools were opened and a few primary

schools were partially converted into basic schools. The new educational ideology was gradually being translated into practice.

The second year, the year 1939-40 was a year of slow but steady progress. The first group of training schools, strengthened by a year's experience, started on the training of a second batch of teachers. Three new training centres were opened by the Governments of C. P., Bombay and Madras Presidencies. The Vidya Mandir Training Institute, a first grade training college, was opened at Wardha by the C. P. Government to train Normal School teachers and supervisors of the province. A Basic Training School was opened at Jalgaon by the Bombay Government to train teachers for Urdu basic schools and a Basic Training School was opened at Coimbatore by the Madras Government to train teachers for Tamilnad. New basic schools were opened by the Governments of Bihar and Orissa and selected primary schools were gradually converted into basic schools by the Governments of C. P., U. P. and Bombay as trained teachers became available. The teachers of Basic Schools were gradually gaining confidence in the new method and the administrators over their task of organising and supervising the new experiment in the basic schools.

In the meanwhile the reports of the different Education Re-organisation Committees were completed and published. They accepted the main principles underlying the scheme of basic education and in many cases adopted the syllabus of basic national education with minor changes to suit local conditions. The reports submitted by the Re-organisation Committees of the U. P. and C. P., were accepted by the Governments.

At this stage it was felt that it would be useful for the workers of basic education to meet together for a collective consideration of the practical problems of basic education at work, and for the assessment of work

already done. The first conference was organised at Poona in October 1939, at the invitation of the Bombay Government, in response to this demand. It was attended by a representative gathering of workers of basic education from all parts of India and also by a large number of visitors, who were either engaged in, or, were interested in educational work. The Kher Committee appointed by the Central Advisory Board attended the Conference by special invitation.

About this time the Congress Ministers who had been responsible for sponsoring the experiment of basic education in Bombay, Bihar, U. P., C. P., and Orissa resigned. The programme of basic education planned for the year 1939-40, however, was not immediately affected by this political change and was carried out without any perceptible changes or curtailments. The only exception was the Madras Government who closed the training school at Coimbatore and with it the experiment of basic education in Madras in April 1940.

By the end of the second year basic education was being carried out as an educational experiment by the Governments of the C. P., U. P., Bihar, Orissa, Bombay Presidency, and the State of Kashmir and a few non-Government institutions. In all there were twelve training schools and two training colleges, seven Refresher Training Centres and over five thousand schools carrying out the experiment of basic education.

The progress of basic education in the different provinces and Indian States during this, the third year, of basic education will be given by the institutions and authorities concerned. I only wish to make a brief reference here to the development of basic education in Orissa which has been the most significant episode in the progress of basic education during the year. The details of the story will be given by the workers of basic education in Orissa themselves. I wish only to record here on behalf of the Sangh our deep apprecia-

tion of the efforts made by the people of Orissa to continue the work of basic education in spite of the Government decision to close it. We have every hope that, financed and organised by the people themselves, the experiment in Orissa will fulfil the exceptions in Gandhiji's message that "Success of the effort is dependent more upon self-help than upon Government".

It will be evident from this brief report that there has been a slow but steady growth of basic education during the past three years. Compared to our final objective—free and compulsory education of all children of this country between the ages of seven and fourteen the achievement of the past three years seems inadequate. But there is no reason for discouragement. The experiment may not be growing in extent but it is slowly being established on sound foundations. A new methodology is gradually being evolved in the training schools and basic schools. A new kind of literature is in the process of preparation. A fresh outlook is brought to bear on problems of administration and supervision. A new experimental attitude of mind towards the problems of children's education and particularly of rural children is evident.

The success or failure of a programme of educational reconstruction is to be judged by its quality and not quantity. At this, the initial stage of the experiment, we should concentrate our energies on honest and conscientious work, rather than on numbers. We should be happy if we succeed in fully developing the fundamental idea of basic education in a few schools, in bringing out all the latent potentialities of a few children through this new education.

Every great undertaking must pass through a period of silent preparation in the dark, before it is ready to come out in the light and spread on a large scale. Let us recognise that this is the preparatory stage of basic education. Let us work with patience

and faith and keep a careful watch over every stage of the experiment. Let us record every little achievement and share it with other workers. Let us with equal honesty record and share every mistake in this experiment. We must not be discouraged with our mistakes and failures, nor must be satisfied with little achievements. We must not rest content until we have explored, experimented with and recorded all possible ways of awakening a child's intelligence, developing his personality and instilling in him the ideals of service and citizenship through the medium of this new education.

This is the task before our conference. I hope we shall during the next three days make an honest attempt at assessing the results of the past three years' work and make it a foundation of another year's work. We must do this, year by year, until we are ready—as teachers and workers of basic education—steeped in this new ideology and trained in the new methodology—to introduce it on a nationwide scale when the right time comes.

Let us hope that the time is not far distant.

E. W. ARYANAYAKAM

**CONFERENCE
AT
WORK**

PART I

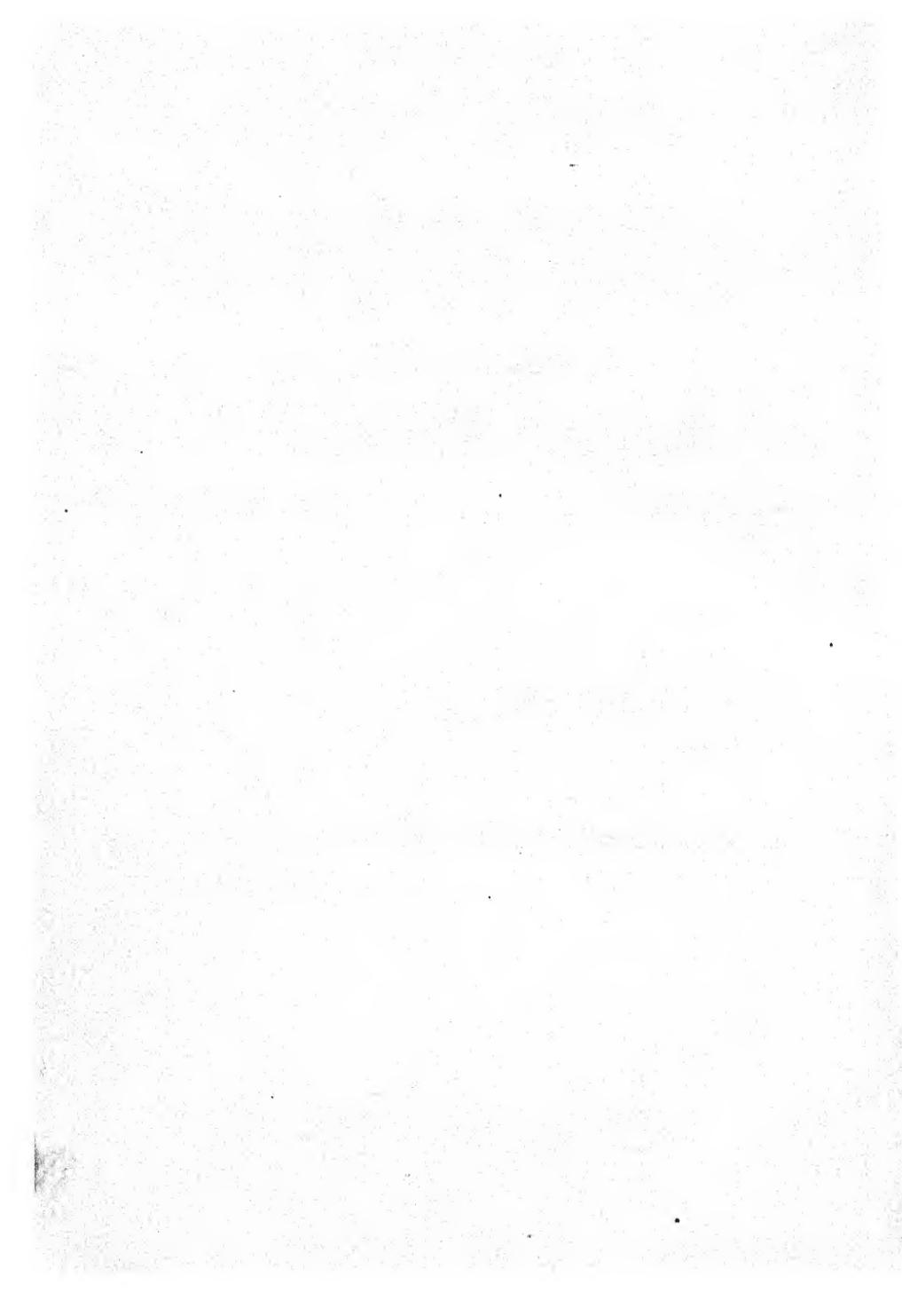
PROGRESS OF BASIC EDUCATION

IN

THE PROVINCES AND THE STATE OF KASHMIR

1940-41

1. Orissa.
2. Kashmir.
3. Bombay Presidency.
4. Bihar.
5. United Provinces.
6. Central Provinces and Berar.



BASIC EDUCATION IN ORISSA

I only wish to say a few words as introduction. The report of the development of Basic Education in Orissa will be presented to the conference by my colleague Sj. Sarat Ch. Maharana.

The progress of basic education in Orissa should be described as Basic Education at war rather than basic education at work. For, right from its inception, basic education at work has meant one continuous battle—battle with vested interests, battle with ingrained prejudices and superstitions and lastly battle with official red tape. In the beginning we gave all our time and energies to the conquering of these prejudices and superstitions, and just as we were beginning to see the first signs of hope we received Government orders to close the experiment.

The experience of the past fourteen months has, however, deeply implanted the firm conviction in us that Basic Education has come to stay and has found its place in the heart of the masses. The parents and guardians have begun to realise at last that this is an education best suited to their children. The villager does not go deep, he does not understand how the first beginnings of a sense of citizenship and an ideal of service are being developed in the children. It is enough for him that the children have come to regard school-going as a treat and that they have begun to lend a helping hand in the home.

But the one question that matters to us workers of basic education is whether there are any signs that children in these basic schools are emerging free from the dead-weight of their rural environment.

It is too early yet for a definite pronouncement. All that we can honestly say is that there are signs of hope.

GOPABANDHU CHOWDHURY

In September, 1938, the government of Orissa decided to conduct an experiment in basic education. A non-official board with Sj. Gopabandhu Chowdhury as Chairman was formed to guide the experiment. A rural area in Jajpur Thana (District Cuttack) was selected as the first field of experiment. The staff of the Training School was selected and deputed to Wardha for training. Under the influence of Sjt. Gopabandhu Chowdhury free gifts of land were made by the villagers for the training school and the basic schools, and simple inexpensive buildings were put up in keeping with the rural environment.

The special feature of the experiment in Orissa has been its honest ruralness. The area selected was in a remote rural district, untouched by the influence of the cities or the existing educational system. The Board had to all practical purposes, full freedom to chalk out a programme and organise the work according to the objectives of the new scheme which has been described by Gandhiji as Rural National Education. A sincere attempt was made in the training school to produce rural-minded teachers in a rural environment with rural equipment.

After six months' training the teachers were examined by the Secretary of the Hindustani Talimi Sangh and the Principal, Training College, Cuttack and 27 out of 28 candidates were considered fit. A brief reference to the financial aspect of the work of the training school will prove to be interesting. The cost of training per teacher in the basic training school came

to Rs. 20 as against Rs. 150 under the existing system. Each teacher, had besides, earned Rs. 4-8-0 during his course of training and had thus contributed 22.5 per cent. of the cost of training in 121 working days.

After the resignation of the Congress Ministers the question of the experiment of basic education came up for reconsideration. After due consideration the government decided to reduce its former plan of opening 25 to a more restricted experiment of 15 basic schools, (5, 7 grade and 10, 5 grade schools). A second batch of teachers was admitted for training in March 1940.

The work was begun under many handicaps. There was delay in the construction of school buildings; the work was dislocated by floods; the villagers were suspicious of the "new education through crafts" and of the new schools where untouchability was not observed.

In spite of these heavy odds, the work went forward. The initial difficulties were overcome and the children began to show signs of the influence of the new education. The credit is due to the enthusiasm and untiring labour of the teachers. As a result of the work of the schools and the influence of Sri Rama Devi (Mrs. Gopabandhu Chowdhury) and her colleagues in the Ashram the villagers were gradually won over. Old prejudices were given up and new ideas and ideals slowly penetrated their minds. The villagers gradually grew to be strong supporters of the new education. During these months several members of the Legislative Assembly and officers of the Education Department visited the schools and expressed their appreciation of the work.

A word must be said here regarding the economic aspect of the work of the basic schools. According to the syllabus of basic education the income per child in grade I after a term of 144 days of 3 hours work per day should be Rs. 1-0-6. In the basic schools in Orissa, in spite of the handicaps and dislocation of work the income per child after a term of 154 days of 1½ hours

work per day was 0-8-0 per day. Thus we see that the children had very nearly, reached the standard of attainment laid down in the syllabus.

Yet in February 1941 the Government issued a communique to the effect that "in the light of the report of the D. P. I. the Government have decided that it is not in the interest of the province to continue it" and the closing of the training school and basic schools was ordered with effect from March 1, 1941. I shall not say anything here about the communique as it has been adequately answered by the President of the Hindustani Talimi Sangh in his statement. (Vide appendix)

Though a few of the organisers had already sensed the approaching decision of the Government, to most people it came with a shock of unpleasant surprise. To the children in the basic schools and the villagers it came as a bolt from the blue. The villagers had gradually been won over to the conclusion that this education met the basic needs of the rural population. Protest meetings were held and a petition was sent up to the Government for a reconsideration of its decision. It is needless to add that there was no response.

The idea of continuing the experiment on behalf of the people gradually emerged and took concrete shape. A national Board of Basic Education was founded with Acharya Harihar Das as president and Sj. Gopabandhu Chowdhury and myself as secretaries. The members were representatives from teachers of basic schools, Hindustani Talimi Sangh, All India Spinner's Association, All India Village Industries Association, Harijan Sevak Sangh, Servants of India Society and Servants of Peoples Society.

A provisional budget of Rs. 5,000 has been prepared for continuing 9 schools with the help of 20 teachers. The scale of salaries for teachers has been fixed at Rs. 15 per month. The villagers are helping with raw material for the construction of school build-

ing and for the maintenance of teachers. The present roll of attendance in 9 schools is 425. In some schools the number has risen from 35 to 70. We are receiving petitions from other villages for opening new basic schools. We have not yet issued a public appeal for funds, but friends have been helping with small contributions. A few more teachers have joined our group.

The following are the immediate tasks before the Parisad:—

- (i) A Reorganisation of the work in the light of the changed circumstances.
- (ii) Development of the productive aspect of the experiment.
- (iii) Erection of new school buildings in case the present Government buildings are not available.
- (iv) Necessary arrangements for the further training of teachers.
- (v) Establishment of a closer touch between basic education and other branches of constructive work in the villages.

We are working in the faith and hope that our efforts will be successful and we shall not fail in the attainment of our difficult objective.

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GOVERNMENT NOTE ON THE PROGRESS OF BASIC
EDUCATION IN BIHAR DURING THE YEAR
1940-41

The experiment in Basic Education started in Bihar in June, 1938, with the deputation of two officers of the Education Department to Wardha for a fortnight's course of training with a view to their organising, on their return, courses for the training of teachers under the basic scheme. On September 7, 1938, sixty prospective basic school teachers were admitted to the Patna Training School under the said officers to undergo an emergency course of six months' training to qualify them to teach grades I and II of basic schools. The Government of Bihar appointed in December, 1938, a Basic Education Board with the Hon'ble the Minister for Education (Adviser to His Excellency the Governor since December, 1939) as Chairman and Rai Sahib Pandit Ram Saran Upadhyaya as Member-Secretary, the Director of Public Instruction, Bihar, as an ex-officio member and Messrs. E. W. Aryanayakam, Badrinath Varma, Nazir Ahmad, M. Sadique, Lakshmi Narayan and Mrs. Ashadevi as members to organise the introduction in the province of a system of Basic Education outlined by the All-India Board of Basic Education (the Hindustani Talimi Sangh) as an experimental measure in a compact area in the Bettiah sub-division in the district of Champaran. In February, 1939, Government sanctioned a scheme for the establishment of fifty experimental basic schools in the compact area round Brindaban in the said Bettiah Thana of the district of Champaran, all commencing with grade I in 1939 and adding each a higher grade in each subsequent

year until in 1945 they will all have developed into full-fledged basic schools of seven grades and have turned out in 1946 the first batch of pupils who have had their full seven years' course of schooling under the system of basic education. For the success of the experiment Government also sanctioned, in agreement with the Chairman, District Board, a scheme for the gradual conversion of the few existing primary schools and the one middle school in the compact area to basic schools and for the absorption, after proper training, of the qualified staff thereof into the staff of the basic schools. Thirty-five out of the fifty schools sanctioned commenced functioning in the compact area, each with grade I, with effect from April, 1939. For purposes of practice and demonstration, grade I and II of the Practising School attached to the Patna Training School had already begun to function under the basic education scheme since January, 1939. For the popularisation and organisation of the experiment, the Basic Education Board organised a camp of instruction for the teachers at Brindaban in May, 1939, and helped in the setting up and the running of a number of basic education exhibitions and holding of courses of training and lectures for different classes of people engaged or interested in Basic Education. The year under report (1940-41) has been devoted to the further intensification and consolidation of the programme of the experiment, both in the matter of the training of teachers and the running of the basic schools.

IMPORTANT EVENTS

The following have been the important events during the year.

1. Introduction of cardboard work into the Basic Training School as a preliminary to the introduction, in due course, of the complete craft of cardboard work,

wood work and metal work.

2. Introduction into the Basic Training School of weaving as a part of the craft of spinning and weaving.

3. Completion of the second emergency course of preliminary training in the Basic Training School and the institution of a third one year's course of preliminary training from January, 1941.

4. Assessment of the progress of the experiment in both the Basic Training School and the basic schools by authoritative and representative Boards of Inspectors.

5. Starting of grade II in the basic schools in the compact area since May, 1940.

6. A course of a year's re-training for half the number of the basic school teachers trained in the first emergency course.

7. A course of training for the teachers of the schools of the old type in the compact area since converted or being converted into basic schools.

8. Sanction by Government of courses of studies for the preliminary and final courses of training, each of one year, and the re-organisation of the work of the Basic Training School in the light thereof.

9. Establishment of direct contact between the specialist staff of the Basic Training School and the supervisors and teachers of basic schools.

10. Preparation of literature for the basic schools and the Basic Training Schools.

11. Re-organisation of the staff of the Practising School attached to the Basic Training School on lines of Basic Education with the number of school days in a year brought in line with that of the basic schools in the compact area.

EXPENDITURE

The expenditure is financed entirely by the Gov-

ernment of Bihar. The total expenditure under all heads came during the year under report to Rs. 1,11,354 as detailed below:—

(i) The Basic Education Board, (establishment, contingencies and travelling allowance)	3,133
(ii) The Basic Training School at Patna	42,578
(iii) The basic schools in the compact area	62,520
(a) Non-recurring-Katcha buildings and equipments	37,733.
(b) Recurring pay of establishment, contingencies, cotton, seeds, etc., rents and repairs to houses	24,787.
(iv) Organisation and supervision of basic schools—establishment, contingencies and travelling allowance	3,123
 Total . . .	1,11,354

The above does not include expenditure on the Practising School attached to the Basic Training School at Patna which amounted to Rs. 6,558 during the year. The Practising School is a Middle English school being gradually converted from below into a basic school and, pending the completion of the process of conversion, continues to be classed a secondary school.

THE BASIC TRAINING SCHOOL AT PATNA

This school named as the Patna Training School, which was started in 1863, is the oldest institution for the training of teachers in the province of Bihar. In

1938, it was selected to start the experiment in training teachers under the basic scheme while continuing to do so under the older system as well. It was soon decided, in the interest of the new experiment, that the school must concern itself solely with the training of teachers in the principles and practice of the New Education. The process of elimination from the school of the older system commenced in 1938 itself and with its total disappearance in April, 1940, the school has been functioning since as a purely Basic training school.

The school has run five different courses for the training of teachers during the year under review.

STAFF AND ORGANISATION

With the abolition of the C. T. training in the school, the services of the old staff, which included a specialist each in Hindi, Urdu, General Science, Drawing and Physical Education, could be fully utilised for purposes of Basic Education and it was possible to re-organise the work of the Training School on lines recommended by the Board of Inspectors who held an administrative check of the work of the school in May, 1940. Under the new system the pupil teachers have time and facilities afforded them to acquire the knowledge required through properly supervised self-study in the library, the teachers in charge of the different subjects providing them with the detailed plans and outline of such studies with suggestions regarding books of reference etc., and regularly commenting upon, checking and assessing the students' notes of such studies.

The success of the training programme as outlined above depends upon the proper and regular maintenance by the pupil-teachers of records and their systematic check assessment by the members of the staff. This has been properly provided for.

The Board of Inspectors that visited the school in

December, 1940, considered the records maintained as being, on the whole, adequate and were pleased with the habit of tidiness and accuracy gradually being evolved by frequent emphasis by the staff. They also expressed their "appreciation of the organisation of work in the Training School and the hard labour put in by the staff for working the experiment on scientific lines".

BASIC CRAFTS

The basic crafts practised during the year were (i) Spinning and Weaving, (ii) Gardening and Agriculture and (iii) Cardboard work as preliminary to the introduction of the complete craft of cardboard work, wood work and metal work. Of these, weaving could be introduced only towards the close of the year.

HOSTEL FACILITIES

All the pupil-teachers on the roll reside in the hostel attached to the school. A fair number of teachers, besides the Headmaster, Superintendent and Assistant Superintendent, reside on the premises. The corporate life in the hostel has been organised to provide opportunities for training in citizenship which forms an important aspect of Basic Education. Advantage is also taken of the residential system to raise the standard of attainment of the pupil-teachers by lectures, seminar work, supervised library work and education trips and excursions. The Patna Training School Ambulance Division of the St. John Ambulance Brigade Overseas and the Rover Crew provide the nucleus for the organisation of the varied activities tending to the development of the corporate life of the school community. Ambulance drill and parades are regularly held and first aid rendered to persons, both in and outside the school, as occasions present themselves. The work

on these lines has been appreciated by the Chief Commissioner for the Indian Empire of the St. John Ambulance Brigade Overseas and the Provincial Scout Commissioner.

LITERATURE WORK

The type of literature for the teachers as for the children of the new schools will have to be materially different from those so far in existence. Keeping this important fact in view, the Basic Education Board has set up a standing committee, known as the Basic Literature Committee. Under the guidance and supervision of this committee work for preparing literature, in the first instance, for the students of basic schools taken up during the year under review. One of the members of the school staff has been specially placed in charge of this work and it is gratifying to note that headway has already been made in this direction and a standard well-nigh arrived at with regard both to the matter and language of the reading books suitable for the lower grade students. A book for grade III has already been approved by the Board and is awaiting publication by the Hindustani Talimi Sangh which offered to publish it, properly illustrated. Another book, viz., for grade II, is nearing completion and is expected soon to come up for consideration before the Literature Committee.

The staff of the Training School, provided with the limited objective of training teachers, have had responsibilities placed on them to organise and guide experiments in a compact area situated at a distance of over 125 miles from the training centre and that across the Ganges. They have to evolve a new methodology and to train others in its technique while it is still in the process of evolution. There is no literature available to guide. A new literature has to be created based on ex-

perimentation and practice. It must be claimed for the staff that they have done their best. They have, no doubt, made mistakes. But then the steps have been retraced and fresh line of work adopted.

The organ of the New Education in Bihar is the "Navin Sikshak" or the 'Naya Muallim'. A periodical publication to serve as the organ of Basic Education in the province, to pool the experiences of the workers in the field of Basic Education, both inside and outside the province, became a desideratum and as a result of the planning done in the course of the year under report, 'Navin Sikshak', which used to be the organ of the Patna Training School in the past and which suspended publication during the interim period, has again seen the light of day with effect from April, 1941, as the organ of the Basic Training School and basic schools in the province.

THE BASIC SCHOOLS

The number of basic schools in the compact area around Brindaban (Champaran) continued to stand at 27. The Practising School attached to the Basic Training School at Patna, which is gradually being converted into a basic school, is the only basic school recognised by the Board outside the compact area.

THE NUMBER ON THE ROLL AND ATTENDANCE

The total number of pupils on the roll in all the 27 basic schools in the compact area on March 31, 1941, was 2,044 against 1,535 on the corresponding date of the previous year. These may be classified into 1,859 boys and 185 girls or again into 1,566 Hindus of higher castes (including 156 girls), 160 other Hindus (including 6 girls) and 318 Muslims (including 20 girls). Compared with last year, the higher caste Hindus recorded a rise

from 1,162 to 1,566 and Muslims from 207 to 318. The other Hindus recorded a fall from 166 to 160. This total of 2,044 pupils in 27 schools with 77 grade teachers (excluding the 5 on the leave reserve staff) works out at an average of 76 pupils per school functioning and 27 pupils per grade teacher employed on the 31st March, 1941. The number on the roll per school last year on the same date was 57 which means an addition of 20 pupils on the roll on an average to each school. Of the total 2,044 pupils on the roll 542, 565 and 937 were in grade II (senior from May, 1940), grade II (junior from January, 1941) and grade I respectively.

The average attendance of the pupils on the roll in grade I was only 50 per cent. In grade II it was 70 per cent of the pupils on the roll. This is hopeful so far as it goes. It shows that the pupils in grade II, who had only 52 per cent of attendance to their credit while in grade I the year before, had made an appreciable advance in their school-going habit during the second year of their school life. But efforts have to be made to secure at least 75 per cent attendance per pupil in a year and also to net in all the pupils of the school-going age in the area. But, sooner or later, some form of compulsion will have to be enforced to secure the desired regularity of attendance. The number of teachers employed on the 31st March, 1941, was 82 which included 19 Muslims. Sixty-two of the teachers were Matri-culates. Each received a pay of Rs. 25 per month.

BUILDING AND EQUIPMENT

Side by side with the experiment in the technique of Basic Education, the Basic Education Board has been making experiments in constructing basic school houses. As the scheme of Basic Examination is one of universal free education, provision on such an extensive scale of extensive solid buildings of the type put up by the

Public Works Department is not likely to be within the means of the provincial finances. The basic school houses have, therefore, to use materials easily available in the villages and to follow the prevalent style of rural architecture, in keeping with the economic standards of the villagers. At the same time, they have to be spacious, well-ventilated and well-lighted structures which can be kept clean with ease. Different types of buildings have been attempted. The Board may be in a position to recommend a type definitely by the end of the fifth year of the experiment.

The equipments supplied to the schools besides books, charts, maps and other illustrative materials, include articles like Chaukis, desks, pupils' seats, blackboards, Charkhas, Taklis, Dhunkis, Paretas etc. When the schools started, these had to be supplied through contractors or purchased through recognised agencies of supply, such as the Charkha Sangh etc. Self-sufficiency in the matter of the provision of the school equipment should be the motto of basic schools. This motto may be fully put into action when the school of all the grades with children of the age-range seven to fourteen and with the complete basic crafts of (1) spinning and weaving, (2) agriculture with the subsidiary crafts as basket-making, mat-making, rope-making, etc. and (3) cardboard work, wood work, and metal work, (4) leather work and (5) pottery, begin to function in the area. But it was thought during the year under review that a beginning could be made by having some of the articles of equipment prepared on the school premises through local Mistris. The Organiser, therefore, arranged to purchase two trees for timber and had a number of articles, such as Chaukis, blackboards, seats for pupils, Takhtis for writing practice, made on the premises of the school at Brindaban. This has ensured economy and the pupils have had an opportunity of observing the process and the teachers of imparting

knowledge correlated to the observations.

The baled cotton supplied from the factories is not proving quite suitable for hand-spinning. Arrangements have, therefore, been made to plant cotton on the school premises. The experiment will start in June next. In the meantime, a supply of Kapas will be arranged for through local agencies. Supply of guts through local agencies has already been arranged for. The pupils make their own Sadris of long grass for carding purposes.

THE BASIC SYLLABUS IN PRACTICE

Further advances were made during the year under report in developing the technique of correlated teaching, and in reaching the standard of attainments laid down in the syllabus. Last year, out of 729 pupils on the roll of grade I, 575 were promoted to grade II and 154 detained. This year, out of 674 on the roll in the same grade, 543 have been promoted and 131 detained. Out of the 575 promoted to grade II in when 489 were promoted to grade III and 34 were detained in grade II. These promotions and detentions May, 1940, 523 continued on the roll up to April, 1941, have been decided upon by the teachers on the basis of the pupils' regularity of attendance and their records of craft practice and understanding of correlated matter of the whole year.

SOME IMPORTANT DECISIONS OF THE BOARD

The Board during the year under report laid down its policy clearly in respect of two important matters, one with regard to the expansion of the scheme and the other with regard to the imparting of religious education in the basic schools.

With regard to the extension of the scheme, the

Board has decided that, pending the evolution of a well-established methodology of Basic Education as a result of the experiment in progress and with the limited staff for teachers' training and supervision at its disposal, the Board could not open basic schools outside the compact area and could not have its name associated with any basic school established outside the area through other agencies. As regards religious education, the Board resolved that, when so desired by a community or communities, room will be found in the syllabus for such instruction to be imparted during school hours, subject to the proviso that suitable teachers for such instruction are available on the school staff or are arranged for, to their own satisfaction, by the local community or communities concerned.

The Practising School, attached to the Patna Training School, is the only basic school outside the compact rural area, situated in the heart of the city, with schools of the old type running all round it. It was not a school imparting free tuition until the close of the year under report and it had not on its staff teachers trained under the basic scheme. When the grades I and II of this school were brought under the basic system in January, 1939, for the purpose of providing opportunities for demonstration and practice to the pupil teachers, who were being trained under the first emergency course, there were no basic trained teachers available for employment in any part of the country. The work had consequently to be managed by the old staff of the Practising School, guided and assisted by the correlation and craft masters of the Basic Training School. Some of the teachers were given craft training during 1940, and since 1941 the process has begun of replacing the old staff by a staff of specially qualified basic trained teachers who have established their superiority over their colleagues in the compact area basic schools by their attainments, work and character. With free basic

education now provided and with a staff of the new type of competent teachers, provided within the current year, it is proposed to attempt to make of this school a demonstration school to serve as a central laboratory where new methods of teaching could be attempted and developed.

The school had 68 pupils on the roll on the 31 March, 1941, in the four basic grades; distributed thus:

Grade IV-15; grade III-21; grade II-16 and grade I-16. (The figures for the top three classes which are following the Middle English School syllabus are not being given here.)

The orders sanctioning free tuition for the basic grades were received only in April, 1941. The admissions had by that time closed, as the session commenced in January, 1941. These 68 pupils may be classified into 66 Hindus and 2 Muslims or again into 55 boys and 13 girls. Compared to the compact area, the children here are generally of younger age, but the percentage of attendance approximated 80. The craft practised are spinning, cardboard work and gardening. The comparatively younger children are not expected to concentrate for long on craft work at a stretch. But they feel interested in the work and the quality of their work is not inferior, although the outturn is comparatively lower. But in their general outlook, mental development, self-expression and personal behaviour they would certainly compare favourably with pupils in the compact area. The total amount realised from the sale proceeds of the articles produced by them was Rs. 25.

PROGRESS OF BASIC EDUCATION IN BOMBAY PRESIDENCY DURING THE YEAR 1940-41

A short note on the introduction of Basic Education in November 1938 as an experimental measure and its progress in the following year was presented at the first Conference of Basic National Education held at Poona and is published by the Hindustani Talimi Sangh in 'One Step Forward'. Towards the end of the year 1939, the Basic Education Advisory Committee appointed by the Government placed before the Prime Minister their scheme for making preparations for further expansion of the experiment. The scheme was discussed in a joint conference of the some members of the Basic Education Advisory Committee and departmental officers with the Prime Minister in the chair. But shortly afterwards the Congress Ministry resigned and the new government on account of financial stringency thought it proper to restrict the experiment to its present scope.

Compact Area Schools.

So in 1940-41 the schools started in compact areas of Surat, Dharwar, Satara and East Khandesh Districts continued as before with the difference that the experiment was extended to a higher class viz., standard III. There were in all 58 schools (49 non-Urdu and 9 Urdu) in the four compact areas. Of these 9 were girls' schools and 49 boys' schools. The number of children receiving instruction in these schools was about 2,850. All these schools are District Local Board schools, but the Government bears full additional

cost on these schools.

Isolated Basic Schools.

In addition to the compact area schools, 23 schools in other districts of the province carried on the experiment. But no satisfactory arrangement for the supervision of these schools could be made and the schools were not progressing well. So the Government on the recommendation of the Basic Education Advisory Committee stopped Basic Education in these schools. Only three schools in Poona District run by the Tilak Maharashtra Vidyapith and one school at the village Thamna in Kaira District conducted under the supervision of Shri Narhari D. Parikh are allowed to continue the experiment.

Training Institutions.

Of the four training institutions opened last year, three viz., Katargam, Loni and Dharwar continued work during the year. The fourth centre at Jalgaon, opened for training teachers for Urdu Schools, had to be closed down owing to strong opposition of a section of Muslim public of Jalgaon. In the training centres, mostly matriculates were admitted, though some first year trained teachers trained in were also taken. These teachers after training were given second year training certificates. 103 teachers were thus trained during the year.

Supervision.

The agency of supervision is the same as during last year. General and craft supervisors visited schools at regular intervals and gave guidance to teachers. The scheme of demonstration lessons, village work, entertainment for villages etc. continued as before. The

Head Masters of Basic Training Centres and members of the Basic Education Advisory Committee have also kept themselves in touch with the compact area schools by paying occasional visits.

Syllabus and Progress in Studies.

The syllabus formulated by the Zakir Hussain Committee is adopted with slight modifications recommended by the Basic Education Advisory Committee and approved by Government. Though the general progress in studies is satisfactory teachers are experiencing great difficulty owing to absence of suitable literature—reading material as well as information on the new topics introduced in the syllabus—both for pupils and teachers. This absence is keenly felt especially in the subject of Social studies and teachers are not able to do justice to the subject. The supervisors and members of the training Centres Staff have been trying in their own way to produce some literature, but that is neither adequate nor enough. The Advisory Committee have proposed some changes especially in the history section of the Social Studies Syllabus and the proposal is before the government for approval.

According to the syllabus, agriculture has to be taken up as a compulsory subject, and not as a basic craft, from grade I to grade V. But plots of land are available in few places and in many of the basic schools this subject has to be dropped on account of want of suitable land for agricultural work.

As regards correlation, Arithmetic is found to be a convenient subject to be correlated with craft work. But teachers have generally not been able to make much headway. In other subjects correlation to be successful requires a fund of general information in possession of the teacher and even then it is an art which is bound to evolve gradually.

Disposal of Yarn.

The disposal of yarn is a vexing problem. Government desire to sell the yarn at cash price while the A. I. S. A. is not prepared to buy the yarn except at rates fixed by them. However, they have agreed to purchase yarn upto September 1940, but no satisfactory solution has yet been arrived at in the matter of yarn accumulated thereafter. Government is not able to realise that yarn as such is not a marketable commodity. They should get it woven into cloth which can easily be sold as khadi or more profitable be used in various government departments. But their red tape comes in their way and a good quantity of yarn spun so enthusiastically by children, is in danger of being made useless on account of inadequate storing arrangements in the schools.

Minimum requirements for Basic Schools.

Soon after the change of government, the advisory Committee began to feel that enthusiasm for the experiment was waning both amongst the teachers and the officers. Due to war, financial stringency was coming in the way of adopting any innovation. The Committee was anxious that the experiment should survive at least on a laboratory scale. They, therefore, formulated their proposals stating the barest minima required for the proper conduct and success of the experiment. The committee requested the Government to make provision for accommodation needed for carrying on craft work storing raw material and yarn, sanitary arrangements, and plots for nature study, agriculture and play. The Committee saw after an experience of a year and more that on account of red tape there were always difficulties in the supply of suitable equipment and raw material as well as disposal of yarn. For this work as well as for the disposal of other routine matters

they suggested the appointment of an executive committee consisting of three departmental officers and one local non-official member of the advisory committee. They also suggested the formation of a central agency of supply. The Committee saw that majority of the teachers were not craft-minded and were also deficient in the necessary back-ground for work in Basic Schools. One year's training was not enough to give them the right outlook and the proper background. The committee suggested, therefore, a period of two years' training and the admission of only matriculates to the training centres. The Committee also suggested that candidates for the training centres should be selected after personal interviews. The Committee also suggested that after two years' training and after their passing the examination, these matriculate trained basic teachers should be given a salary of Rs. 30-55. The Committee thought that other teachers working in basic schools and training centres also require some incentive in money, as they had to do more and put in longer hours than their fellow-teachers in other schools. They, therefore, suggested an extra allowance of Rs. 5 p.m. to teachers in basic school and Rs. 20 p.m. or 15 per cent of their salary whichever was less to teachers in Basic Training Centres.

All these unanimous recommendations of the Advisory Committee were turned down by the Government. The term of office of that committee expired on January 31, 1941, and the Government's orders on the report of the Advisory Committee were received later. The Government appointed a new advisory Committee of twelve persons on April 8, 1941 whereof six members were members of the old Committee. Of these six, Dr. Zakir Hussain declined to work on the new Committee and five others sent in their resignations after the Government orders on the Committee's report were received.

GOVERNMENT NOTE ON THE PROGRESS OF BASIC EDUCATION IN CENTRAL PROVINCES AND BERAR DURING 1940-41

In 1938-39 the Provincial Government accepted the Basic Syllabus prepared by the Zakir Hussain Committee subject to the reservation that the financial implications of its introduction should be examined. A conference of the representatives of local bodies was, therefore, convened in October 1939 with a view to enabling them to form an adequate idea of the financial implications. As a result of the deliberations it was found that the local bodies were not prepared to share the full financial responsibility involved in the introduction of the syllabus without substantial aid from Government. Government had already started the Vidya Mandir Training Institute for the purpose of training the staffs of Government Normal Schools in order that they might train primary school teachers in the Basic Syllabus at the Normal Schools. This purpose having been accomplished the Vidya Mandir Training Institute was closed in April 1940.

In order, however, to ascertain the expenditure—involved in the introduction of the Syllabus, Government decided to introduce the Syllabus as an experimental measure in two selected compact areas—one in the Wardha tahsil in the Marathi area and the other in the Seoni tahsil in the Hindi area of the Province by taking over control of the schools in those areas. The introduction of the Syllabus outside these two areas was restricted only to schools where adequate craft material and teachers trained in the syllabus could be available. It was considered that the demand for

teachers trained in the Basic Syllabus for schools in the two compact areas and also for those under Local Bodies would be fully met by two Basic Normal Schools. The Vidya Mandir Training Schools, Wardha, and the Normal School, Seoni, were accordingly converted into Basic Normal Schools from the 1st May 1940.

The teachers in schools in the selected areas had already been trained in the ordinary Normal Schools and it was considered desirable to train them during one academic year in basic craft 'spinning' and its methodology. A special course of studies of the duration of one year to suit the requirements of the Basic Syllabus was accordingly drawn up, and the teachers were to be trained in two batches—the first in 1940-41 and the second in 1941-42.

In pursuance of the decision referred to above, in Nov. 1940 Government took over temporarily 38 schools under the District Council Wardha from the 4th November 1940 and appointed a special officer for the supervision of the work in these schools. The necessary craft material and equipment were also supplied. Thirty schools under the District Council, Seoni, have been taken over for a period of 4 years from the 1st May 1941. The results and attainments in the compact area schools are being closely watched. The comparative study of the data collected by the officers in charge may help to decide the next step in the progress of basic education.

The lack of class books and readers for the Basic Syllabus presents a real difficulty. The preparation of this literature is a specialised work and will take some time. Teachers in both the Basic Normal schools have undertaken preparation of the necessary material. A provisional Text Book Committee for reviewing and recommending books and other literature for use in basic schools has also been appointed.

The number of basic schools outside the compact

areas during 1940-41 was 22. Inspection reports on these schools show that the local bodies have failed to supply them with adequate craft material.

GOVERNMENT NOTE ON THE PROGRESS OF BASIC
EDUCATION IN THE UNITED PROVINCES
DURING 1940-41

In August, 1938 the Basic Training College, was started at Allahabad to train teachers who would in their turn, after completion of the course be sent out to the Basic Training Centres at the head-quarters of each Inspector's circle to train teachers from the District and Municipal Board schools to start instructions in class I of primary schools on Basic lines. A similar Training Centre was opened at Benares for women which was later transferred to the Basic Training College, Allahabad.

Forty-five men graduates and 28 girls were admitted to the Training College.

In January, 1939 a course was started at the Basic Training College to train 98 Craft teachers, drawn from the vernacular schools of the province, to strengthen the staff of all Refresher Course centres.

It was decided by Government that the United Provinces scheme would not aim at self-supporting schools, but as much material as possible for the actual craft work should be made in the school. For this purpose paper-making was introduced and experiments conducted in manufacturing paper for art and craft purposes at the schools themselves and thus help to reduce the cost. In the same way spinning and weaving aimed at providing the articles required in the schools. Brushes were improvised from bamboo shoots with the ends teased out and the ordinary bazaar powder colour, such as is used in Holi, when mixed with water and fixed with a little gum arabid (babool gond) proved an

excellent and very cheap medium for pattern making and self-expression for the children. Pottery was also introduced on the coil system and the containers for the paints and other necessary articles made. Gardening, bee-keeping and similar activities also formed part of the training together with manipulative and illustrative use of card board in various forms and for various purposes—including book craft as a basic craft. The College serves not only as a training ground but also as a laboratory for experiments and it is here that the curriculum is gradually being worked out and the necessary text books and suggestions for teachers prepared. Art forms the basis of all crafts.

With this staff trained at the Basic Training College, seven Refresher Course centres were opened from May 1939. Six graduates and 14 craft masters formed the staff at each centre. 250 District and Municipal Board teachers were deputed to each of these centres. These courses last for three months.

In the first course 1720 District and Municipal Board teachers were trained and with them from the month of August 1939, 1,700 class I on basic lines were opened throughout the province. The second and the third courses also trained about 3,400 teachers and by February 1940, about 5,000 schools with class I on Basic lines were opened throughout the province. The average comes to 90 schools in each District Board and selected primary schools in each Municipal Board. From February 1940 arrangements were made for training the teachers for opening class II in those schools where Basic Education was introduced in class I.

Another batch of men and women pupil-teachers were admitted to the Basic Training College in July 1939. They passed out in April and from July 1, 1940, this new batch was utilised in training the District and Municipal Board teachers at the various centres. Now from July, 1940 there are eleven graduate teachers at

each centre. The 98 craft teachers trained were withdrawn from the Refresher Course centres and sent back to their districts to work as Supervisors of Basic schools. The best of these have been appointed as teachers in Model Schools attached to Government Normal Schools for boys and in Central Training Schools.

The graduates who were trained in 1938-39 have been called back to the Basic Training College from July, 1940 to learn the technique of teaching for classes III and IV and to work out the details of the syllabus. They will finish their training in December, 1940.

The women trained at the Basic Training College were sent to Girls' Government Normal Schools to teach in the Model Schools attached to the Government Normal Schools on Basic lines. They have also been sent back to the Basic Training College from July, 1940 and their places have been taken by the women teachers who passed out in April, 1940 from the Basic Training College.

One teacher from each Government Normal school (both from boys' and girls') and one Drawing Master from each boys' Normal school were given refresher Course training at the Basic Training College. With the help of these teachers arrangements have been made to introduce the scheme in Normal Schools as well. The Model Schools attached to the Government Normal Schools are being staffed with the craft teachers trained at the Basic Training College. The aim is to gradually introduce the scheme in all the Normal Schools so that the teachers may be trained directly from the Normal Schools for opening Basic Schools.

The inspecting staff too is being gradually called to the Basic Training College for training. At present 49 Sub-Deputy Inspectors have already been trained and 48 are undergoing training for three months. Within two years all the Sub-Deputy Inspectors will come to the Basic Training College for training so that they may

be able to supervise the work of Basic Education in their various districts.

So far 8,622 teachers have been trained and 4,738 schools have started teaching class I on Basic lines, Class II, has started nearly half. At present Government wishes to complete these primary schools up to class IV, before launching the expansion of other schools of the province. From November, 1940, infant classes attached to Basic schools are also being converted on basic lines. Thus many schools have three classes on basic lines—classes infants, I and II. From July, 1941, class III will be gradually introduced. The Refresher Courses will go on training teachers and by July, 1942, five full classes will be working in the Basic schools. By the beginning of January, 1943, there will be about 5,000 full primary schools working on basic lines.

Text books and suggestions for teachers giving details of various subjects in the curriculum are being prepared at the Basic Training College and arrangements have been made for their publication.

Experiments at erecting cheap buildings are also being carried out. It is possible to set up an outdoor school with thatched class rooms and a store room for a primary school at a cost of about Rs. 250 to Rs. 300 instead of spending Rs. 6,000 on building. Such a school building has been in use at the Basic Training College for more than two years and seems to be quite suitable for all seasons. This is now being tried in some districts.

Arrangements are being made for starting Refresher Courses for women teachers in primary schools for girls from July 1941.

BASIC EDUCATION IN KASHMIR

The experiment of basic education was initiated in Kashmir in 1938. I shall place a few facts before you regarding the progress of the experiment during the last three years. In 1938, a committee was appointed with Dr. Zakir Hussain as president to plan a complete reorganisation of education in the State. Among other schemes, the committee recommended the introduction of basic education. I have great pleasure in informing the conference that the attitude of the State has always been sympathetic towards the scheme. The Prime Minister who takes a special interest in educational matters has given me all possible facilities in carrying out the experiment.

As a first step a training school was opened at Srinagar to which 100 students are admitted every year for training. Of these, 25 places are reserved for teachers of private schools and individuals who wish to take the training on their own. The rest are teachers under the education department. Three basic crafts have been selected for the training of pupil-teachers: (i) spinning and weaving (ii) gardening and agriculture, (iii) cardboard modelling and wood work. There is also a practising school attached to the training school.

The state of Kashmir has two provinces: Jammu and Kashmir. As the training school had been opened at Srinagar a model basic school was opened at Jammu. A short refresher course was organised in order to train the staff of the training school in the new technique. As the training school had to break new ground and there was no practical experience of basic education to

guide the experiment, the first course of training was extended to a year and a half. During this period the staff of the training school acquired the necessary mastery over the basic crafts along with the pupil-teachers. Now that a definite technique is in the process of evolution, a year's training is considered sufficient. In other provinces the training is of shorter duration. In the U. P., for instance, the teachers are trained in successive periods of three months each. This method has its own advantages. We have felt, however, that a longer period of training is necessary. The pupil-teachers generally come to the training school with a limited mental horizon and little cultural equipment and we cannot hope for any success in the experiment unless the teachers are given a sufficiently long acquaintance with and training in the technique and the basic principles of the new education.

The plan before the department is the gradual conversion of 30 primary schools every year into basic schools. So far we have been able to provide only one or two trained teachers in each school. But we hope to extend the experiment gradually to other primary schools in the state as more trained teachers are available. All the primary schools in the State are five grade schools. Basic education has been introduced only in the first two grades. The plan is to convert a new class every year by providing a fresh teacher trained in the new method.

The syllabus introduced is practically the same as the syllabus of basic education. This syllabus has been introduced not only in basic schools but in all schools throughout the state. Provision has also been made for craft work in all schools, both basic and non-basic, with this difference that in the latter the craft is not taught as the medium of education but is organised by the teacher through his own effort and initiative and according to his own capacity and local conditions. We hope that

these initial preparations will make the conversion of ordinary primary schools into basic schools easier in the future. The following story of a school in the Jammu province will illustrate the point. This school introduced making of tats as a subject on its own initiative. The teachers started work by collecting a small subscription and the necessary raw material. But the work has now been so well organised that this school provides the necessary tats for all schools in Jammu province. The pupils make "tats" at home in their leisure hours and have thus nearly doubled the family income. Spinning of silk, woollen and cotton yarn, cardboard modelling and wood work are also being taught in these schools. Provision has also been made for teaching and agriculture where land and water are available.

We have also organised refresher courses for the teachers in the state and 350 teachers have so far taken advantage of these. The refresher courses provide for training in the various crafts as well as training in the new methodology.

The conference will probably be interested to know what effect the experiment has had on the children in basic schools. My impression from the inspection of the schools has been that the children are cleaner, more alert, active, self-confident and interested in their environment. They have lost the age-old fear of officers and visitors. Craft work is fostering in them habits of co-operative work. They not only work together with their school-mates but are also helpful to other children in the village. In some villages, the pupils of basic schools have started play centres for the children of their own neighbourhood. They undertake the cleaning of their own villages with great enthusiasm on the occasion of the labour week organised every year by the Department in all schools in the state. They are growing in awareness of their own environment and are gradually gaining knowledge and collecting informa-

tion about birds, animals, plants and communications in their own surrounding. The most significant development has been that a new interest in the schools and their work is growing among guardians and parents who started by being indifferent or even hostile.

The method of correlation has not yet been fully understood by the teachers nor is it being fully practised in the basic schools. An understanding is, however, gradually growing among them. This new technique cannot be evolved in a day. It needs both time and experience. The most useful step in this direction will be the organisation of the work in the training schools. Notes of correlated lessons are being prepared by pupil-teachers in every training school. Several thousands of such correlated lessons have been prepared by the pupil-teachers during the course of the last two years and a half in the Srinagar training school. Valuable material has also been collected at the basic training centre at Jamia Milia Islamia for the guidance of teachers. What is necessary today is that these lessons should be carefully assessed, edited and the best from among them published for the guidance of teachers in rural area. I hope that wherever sound work has been done in basic training schools or model basic schools, the material will be carefully edited and published as guide books for teachers and reading material for children in basic schools.

K. G. SAIYIDAIN
Director of Education
Kashmir

PART II

BASIC SCHOOLS AT WORK

Basic Schools of Champaran—*Maulvi Sirajul Huda.*

Basic Schools of Kashmir—*G. A. Mukhtar.*

Vijay Vidyamandir—*Avidha—Gopalrao Kulkarni.*

Periyanayakapalayam Basic School—*Arunachalam.*

Okhla Basic School—*Salaamat-ul-lah.*

A year of basic Education at Gurukal Kangri Hardwar
—*Haridutta.*

Basic Schools under Tilak Maharashtra Vidyapith—
Poona—*G. S. Sardal.*

Raipur District Council Schools—*Dhaniram Varma.*

Birla Basic School—*Pilani—Jivanlal Pandit.*

Difficulties of a basic school teacher—*Shiv Dayal Singh.*

A few practical problems in the experiment of basic
education—

Questions—*Uttamsingh Tomar*

Answers —*Zakir Hussain*

BASIC SCHOOLS OF CHAMPARAN

In 1938 the Behar Government decided to introduce the scheme of Basic Education as an experimental measure and appointed a Board of Basic Education to conduct the experiment. Rao Saheb R. S. Upadhyaya, Headmaster, Patna Training School, was appointed Secretary of the Board and was also entrusted with the training of teachers for the basic schools. The Patna Training School was converted into a basic training school and the first batch of teachers was admitted for training in September 1938. In April 1939 these teachers completed their training and 35 basic schools were opened in a selected compact area in the Bettiah thana of District Champaran.

The basic schools had to face great difficulties in the beginning. It was opposed by all sections of community, both rich and poor. The area selected is extremely poor and the children have to eke out the family income by earning small pittances by taking out cattle for grazing and by working on the fields in season. These villagers were helpless on account of their poverty and ignorance. The richer classes on the other hand were afraid of possible revolutionary consequences of the new education on the masses and tried to spread evil rumours about the schools, and create an atmosphere of suspicion and mistrust. Attendance was poor.

The teachers, however, stuck to their work and made every possible effort to conquer the suspicion and win the confidence of the villagers. They organised literacy classes for the adults, established village panchayats, put up notices on wells, dirty places and cattle-pounds,

tended to the sick in the village, helped with advice and simple remedies, and gradually grew to be friends and advisers of the villagers.

Having gained the confidence and friendship of the villagers the teachers could now devote their entire attention to the children. The first problem before the teachers was that of irregular attendance. The teachers had to tackle this problem first. They had to go round the village lanes, fields and children's houses to collect the children before starting the day's work and school. This adds to the teacher's work, and the children's work suffers on account of this interrupted work. We are, however, trying hard and hope to improve the attendance of children with time.

Our teachers rise early and their first job is the preparation of the day's programme of school work. After this a teacher or two walk down to the village to collect the children. As the children begin to arrive, the teachers and children clean the classrooms and the school compound together. This you might call the first period in the school time-table. After this, the children stand in a circle round the school pipe for washing their face and hands. This time is given to instruction in personal hygiene and cleanliness of clothes both theoretical and practical. The children who have done a year's work and reached the second grade have on the whole grasped the main facts about health and hygiene. The children then go to their own classrooms, and regular class work begins.

In summer, the school meets for two sessions: morning and evening. During the rest of the year the school works from ten to four with an interval of $\frac{1}{2}$ hour at midday for tiffin. The majority of the boys are, however, so poor that they cannot bring any tiffin with them to school. We have not yet been able to devise some means for meeting this difficulty.

An attempt has been made to organise the pro-

gramme of craft work and correlated subjects so that the children's attention is maintained throughout. The craft periods are usually from $\frac{1}{2}$ to 1 hour each and are alternated with work of recording or with correlated subjects. A pleasing musical atmosphere has been created in most of the schools and the children sing together while they spin, work in the garden and play. The children return home in groups very often singing songs they have learnt at school. The teachers have a short interval of rest and then the evening games begin. After dinner they take literacy classes for the adults and write the records of their day's work. This is an average day's work of a basic school teacher.

The thirty-five schools which were opened in April, 1938, were later reduced to 27 schools to consolidate the work. After a year's work, a new batch of trained teachers joined work, and half of the first batch returned to the Basic Training School at Patna for further training.

An attempt is made to establish a close contact between work in the training school and the experiment in the compact area. A member of the staff of the training school visits the basic schools in the compact area once every two months. After finishing the inspection of the basic schools, he meets the teachers and discusses the results of his inspection. He points out the weaknesses and shortcomings and also suggests means for the remedy of these defects. He also helps the teachers in solving any practical problems or difficulties they might have experienced during the course of their work. This close co-operation of the work of the basic schools and the training school is very helpful.

Every basic school has sufficient land for gardening and agriculture. So far the teachers were concentrating on the gardening as the children were young and the teachers did not have sufficient leisure, and the land was mostly farmed out for agriculture. The

school garden grows both flowers and vegetables, and the school farm has introduced many new crops in the neighbourhood. The children prepare their own manure for the school garden.

The children from different schools often gather together in some central school for spinning competitions, debates or dramas under the supervision of their teachers. These gatherings afford opportunities for social training and formation of civic habits. The children of this area are gradually emerging out of their previous dullness, weakness, fear and dirt as a result of this experiment.

Mother Tongue—Neither the children nor the adults of this area had any knowledge of Hindustani before the introduction of the experiment. The children in the basic schools today speak and follow Hindustani with ease. They can express their thoughts both in speech and in writing, they answer questions and have their difficulties cleared by the teachers. They can describe their day's work both in speech and in writing and dramatise short stories. Their mutual conversation is full of life and colour. Their language is not yet free from grammatical mistakes, but their self-expression is free. I would particularly like to draw the attention of the conference to the success attained by the teachers in the basic schools in handling both the scripts Hindi and Urdu together in the same class.

A teacher writes from his own experience: "I can say now with strength and confidence after a year's practical experience that it is not at all difficult to teach both the Hindi and Urdu scripts to the children in the second grade at the same time. I think it would not be so easy with beginners in the first grade. But once the children have gained familiarity with the alphabets it is not at all difficult to increase their knowledge simultaneously. The only necessary condition is that the teacher should know both the languages equally well."

The experience also leads us to the hope that the children will also unconsciously gain a familiarity with the other script. Sometimes the teachers write the numbers on the blackboard only in one script and the children take it down in their own scripts.

Mathematics—The children have easily covered the syllabus of mathematics. They can calculate the count of their yarn, the wages of spinning and similar practical problems that arise in connection with their craftwork. They have learnt the four simple and compound rules and can solve simple sums in the multiplication tables in connection with their work.

Social Studies—The children have covered the following items in their syllabus of social studies.

(a) *Cleanliness and Sanitation.*

- (i) Personal cleanliness.
- (ii) Cleanliness of clothes.
- (iii) Proper use of latrines and urinals.
- (iv) Proper use of waste-paper basket and dustbin.

(b) *Social Responsibilities.*

- (i) Proper greeting of teachers and school fellows.
- (ii) Using of clean language.
- (iii) Asking and answering questions politely.

(c) *Proper care of school equipment.*

- (i) Leaving the class-room clean and replacing the material and equipment in proper order after work.

But we have not attained the desired results in instilling civic habits in the children on account of the contrary influence of their home life. The children spend only six hours in the school under the supervision of the teacher, the remaining 18 hours are spent in their

homes. It will not, therefore, be possible to teach the syllabus of social studies properly until we can establish boarding schools. We have not been able to take up the stories of primitive man, ancient times and distant lands, as no occasion have arisen for introducing them.

General Science—The children were ignorant of even the most ordinary scientific facts on account of the general ignorance of their environment. The teachers have, therefore, not been able to handle such items of the syllabus as rotation and revolution of the earth, solar and lunar eclipse. The other items of the syllabus have been training in health and hygiene is given every day.

Drawing—The children try to draw the outlines of the ordinary objects of daily use with white or coloured chalk. In some schools there is some attempt in self-expression in art.

Basic Craft—The children have not attained the required standard in the basic craft of spinning. There are various reasons for this deficiency viz., the irregular attendance of children, the time devoted to craft-work, and the inadequate training of the teachers. The average speed of spinning on the takli is 55 *tars* in winter and 42 *tars* in summer in 30 minutes, and the average speed of carding is 2 tolas per $\frac{1}{2}$ hour. Individual students have exceeded the speed of 100 *tars* in 30 minutes on the takli.

The influence of basic education on the personality of the children has been remarkable. They have become self-reliant, they can discharge responsibilities and they carry out the various activities of the school, such as cleaning of the school building and compound, gardening, personal cleanliness and spinning, carding and ginning with great pleasure. A new sense of self-confidence is growing among them and they do not hesitate to assume even the most difficult tasks. They say with great confidence and boldness—"I can do it" and their self-confidence is very often justified.

As regards the economic aspect of the experiment, the following extract from the report of the Board of Inspectors is quoted below:—

"As a result of the year's working, a sum of Rs. 2,112-3-0 was deposited in the treasury, being the price of yarn spun by the children, and the cloth woven out of the same and their garden produce. There was in hand also at the end of the year stock worth Rs. 268-3-9. The total value of the articles produced by the children during the year was, therefore, Rs. 2,380-6-9. Deducting from this the price of cotton (Rs. 516-8-0) the weaving charge (Rs. 577-1-9) and the price of the yarn of the year (Rs. 162-3-6), the balance (Rs. 1,124-9-9), represents the actual realised value during the year of the labour of children in the basic schools."

SIRAJUL HUDA

BASIC SCHOOLS AT WORK IN KASHMIR

The syllabus drafted by the Basic National Education Committee is not followed rigidly by the basic schools in the State. Our schools are working out the syllabus in Basic Education as prescribed by the Saiyidain Committee. The differences are not fundamental but are accounted for by the special needs or circumstances of the people in the State, for we are convinced that such local adaptations and modifications are of the essence of a sound educational policy. The ordinary academic syllabus in the basic and non-basic schools in the State is identical with difference that in basic schools it is craft co-ordinated while in non-basic schools it is compartmental craft being treated as a hobby and not as the pivot on which the children's studies should hinge.

The basic schools in the State have found it possible to cover the prescribed syllabus of co-ordinated studies, and the standard achieved so far in the first two or three grades in craft as well as other subjects are quite encouraging.

The mental content of the pupils who have been educated according to this syllabus has been considerably enriched. In some cases the more intelligent pupils have progressed even beyond the normal standard of efficiency. In language and arithmetic our pupils have, generally speaking, proved superior to those in ordinary schools. The craft work has succeeded in stimulating and sustaining their interest.

What has been the reaction of the new type of education on the children? In basic schools there are clear indications that an all-round development of children's individuality is going on. Thanks to the

'free discipline' which obtains in these schools, children are joyfully active flitting about like busy bees in their pursuit of creative activities. They look upon their teachers not as forbidding warders but as friends to be trusted. There have been occasions when some pupils of the first grade felt hungry and did not hesitate in the least to demand something to eat from their teachers. They have been able to rid themselves of their traditional shyness and timidity. They are decidedly neater, more active and smarter than their fellows in other schools. There are marked signs of an awakened sense of responsibility in the manner in which they discharge their many-sided activities in the school.

The cases of truancy have become rare and the average attendance in basic schools has shown a marked upward tendency. In self-expressional activities they have done more than was expected. The pictures they paint show that they are beginning to acquire a sense of form and colour harmony. Their powers of observation have improved and they show a better capacity for connected and coherent speech. They have ceased to be tongue-tied and self-conscious as often happens to the children when they leave their homes and enter the school gates.

Their emotional response to their environment is on the whole richer and fuller than before. They take a keen delight in flowers and pet animals and are more inquisitive, more eager to know the why, how and wherefore of the things and persons surrounding them.

What has been the reaction on him as a member of the Community? How far does the school help to adjust him to the duties and responsibilities of civic and social life?

Basic school children love Group games and Project Activities. They take interest in decorating their class-rooms and making collections for their school museum. All the three schools affiliated to the

Training School have planned small gardens of their own on their own initiative. They greatly enjoy their monthly excursions which are organised by the children themselves with the minimum of interference from their class masters. They take delight in editing the daily news bulletins and put them up at the doors of their class rooms.

In the Central Basic School, the boys have been running a stationery shop and a savings bank on co-operative basis. In this connection they take the help of teachers only when they stand in need of expert technical advice.

The free atmosphere prevailing in our basic schools has gone a long way to liberate the creative urge of the pupils. This has found expression in a rich variety of colourful designs as prominently noticeable in the articles they are making.

The cleanliness of the class-rooms is mainly the children's concern and on week ends they are seen busy removing articles of furniture and scrubbing the floor and the walls of their rooms with pieces of linen. They take pride in handling the broom and the bucket, the spade and the shovel and participate willingly in work on village uplift work on days fixed by the schools. Their work in connection with the labour week has been highly commended by the authorities.

Reports indicate that at home they have been lending helping hand to their parents, assisting them in marketing, drawing of water, sweeping and scavenging, tending the babies and minding the cattle. Some of them have organised in their localities game centre for the children of the locality upto the age of 9 or 10. We have reports about the basic school boys having repaired roads and dug out drains in their respective mohallas to permit facilities for the residents of the locality and the passers by.

There are at present 62 basic schools working under the Department and the majority of teachers working in

these are basic trained. The Training School has so far trained about 200 teachers, and this year another batch of about 100 teachers is undergoing the prescribed course of training.

The basic syllabus is being followed in the basic schools upto the II and III grade and the boys of grade 4th have started on it this year in the Central Basic School Srinagar. The craft correlated syllabi for the first four grades are being worked out in conformity with the spirit of the scheme.

Every year the number of basic schools is being increased by opening 30 more schools and it is hoped that in due course a large number of existing primary schools will be converted into basic schools staffed by trained teachers and providing a self-contained or correlated scheme of education extending over seven years.

So far as the teachers are concerned, it may be confidently remarked that the new scheme of Basic Education is having a healthy reaction on their professional outlook. They are more active, thoughtful, social and conscious of their responsibilities than before and are trying to bring education into closer correlation with life and with the interest of children.

The teachers have prepared charts, maps, teaching aids, reading material and concrete models to stand them in good stead in the field of illustration and exposition.

The reading material consisting of about 100 booklets properly arranged and richly illustrated by the teachers themselves, has evoked a greater interest among the pupils than the printed pages of the book-shelves of their class-rooms.

This is, however, only a beginning and there are still many problems awaiting solution and elucidation which only time and enlightened self-critical experience can bring. It has taken the country about 150 years to develop the present unsatisfactory and inadequate system of book education. It is idle to expect that the new

system—which is more exacting and, because of its newness, more difficult to implement in practice—will spring full-fledged and perfect in three or four years. It is necessary to work out the technique of correlated teaching intelligently and, in the light of growing experience, to prepare reading material in accordance with the needs of the schools; to sift the contents of the syllabus, stressing the significant and eliminating what is comparatively unimportant; to guard the scheme against unenlightened opposition and blind partisan advocacy. All this will need time and patient work and mutual alertness; and, if, these are forthcoming, there is no reason to think why the scheme should not result in a radical reconstruction of the educational system in the State and the Country.

G. A. MUKHTAR

THE VIJAY VIDYAMANDIR AVIDHA

The story of our experiment is not a long one for our school is the only institution of basic education in the State. It is an independent experiment attached neither to the educational department of the state, nor to a training centre nor to a compact area. Rajpipla is a small state in Gujarat and Avidha is a small village in the state. The story of how a basic school came to be opened in this village is a long one. I may, however, briefly mention that the Maharaja Saheb very kindly directed that the state Primary school in Avidha should be placed at our disposal to carry out experiment in basic education. The state has since been taking a keen interest in our experiment and has been helping us with an annual grant of Rs. 5,700. Although the state gives us monetary help, we are free to follow our own syllabus, prescribe our own text books and conduct our own examinations. Our school has even been exempted from periodical inspections by the Inspecting Staff of the State Education Department.

Our school is not a pure basic school, but has three different departments: the Montessori, the primary and the English Middle School. We have introduced the basic syllabus only in the first three grades of the primary school. It is a co-educational school and the number of boys and girls in these three basic classes is 107. Three teachers who had some training in the basic craft of spinning were placed in charge of these basic classes. These teachers acquired their training in the new technique during the course of the experiment.

The Rajpipla State is essentially a cotton growing area. Consequently when it was decided to start the

experiment of basic education at Avidha, there were no two opinions as to the choice of the basic craft. We started with very meagre equipment. We could buy only thirty charkhas, eight carding bows and one carding machine, although the number of children expected to spin was two hundred and fifty. It was a difficult job and the difficulty was enhanced by the nature of the school entrusted to us. It was a school ranging between the Montessori section and the fifth standard of the High School. We had twelve classes to attend to, three pre-primary, four primary and five anglo-vernacular (English).

The basic syllabus was introduced only in the first three grades, but spinning was introduced as a subject in all classes except the Montessori department. It was not possible to introduce a uniform standard of craft work in all classes. We devoted full three hours to the basic craft in the two basic classes, 2 hours 45 minutes in grades III and IV and an hour and a quarter in the English classes. The children in these classes were so overburdened with their syllabus that it was not possible for them to devote any more time to craft work.

The next problem was that of raw material. As it was a cotton growing area, we started a door to door collection and were thus able to collect sufficient cotton for the requirement of the whole school. This was certainly a saving but did not prove a satisfactory solution of the problem. The cotton thus collected was a mixture of different kinds, indifferently picked and full of dirt and foreign matter.

We had insisted from the very beginning that all the preliminary processes of spinning should be done by the children themselves. I have seen children in other basic schools in Gujerat being supplied with readymade slivers for spinning, but I am strongly of the opinion that the children cannot derive the full educational benefit from craftwork unless they go through the

entire process. Our children, therefore, ginned, cleaned, carded cotton, prepared their own slivers prepared the string (mal) of the charkha and their own winders from the very beginning of the experiment. We certainly had our difficulties, but we persisted in the programme as a sound educational principle.

At the end of the first term, however, we were disappointed to find that both the earnings of the children and the quality of their yarn was below the standard. After giving careful thought to the matter we devised a new plan for the organisation of craftwork in the school. We have been following this plan in our school with some measure of success during the last year and I wish to lay the results of our experiment before the conference for consideration. You may possibly feel that we have to a certain extent compromised with the fundamental principles of basic education, but all I can say from experience is that the method has proved useful.

The plan in short is that each child spins his own private yarn. The children provide their own charkhas, bring their own cotton to school, cleanse, gin and card it themselves and prepare their own slivers and spin their own yarn.

Our first aim in introducing this experiment was to reduce the burden of management and transfer it to a certain extent to the children themselves, and, second, to improve the quality and quantity of the yarn spun by the children. I am glad to say that we have succeeded in attaining both these objectives. The children took readily to this new experiment. We started with the children in the higher classes of the school. At the end of the first year 25 children had bought their own charkhas and were spinning their own yarn. At the beginning of the second year, the scheme was introduced in grade III of the basic school and grade IV of the Gujrati school. Today there are 82

charkhas in the village and as many as 100 children have become self-spinners. Some of them have had cloth woven out of their own yarn, while others will get their own cloth within a month or two. Craft work has acquired a new significance since the introduction of the programme of self-spinning. They come to school before the opening time, and stay on to spin after school hours.

Another important possible outcome of this novel experiment is that children who have taken to self-spinning are expected to become habitual khadi wearers. Already thirty-two children have taken to khadi and a greater number is likely to follow. Eighty-two spinning wheels have been introduced in the village through these self-spinners. These eighty-two wheels are being plied by about a hundred and twenty-five persons.

The success of this experiment has encouraged us to extend it further and we hope, by the end of next year, to convert all the classes from third upwards into self-spinning units. The first two grades are out of the question in this respect because the children are too young; but still about a dozen enthusiasts from the second grade are persistently demanding permission to join the batch of self-spinners.

There are certain obvious disadvantages in this scheme. In the first place, the school loses the earnings of the children and secondly it becomes a difficult task to keep accurate records of the work done by the self-spinners, but these disadvantages are far outweighed by the advantages. The quality and the quantity of the yarn and the speed of the self-spinners are far higher than those of the children spinning for the school. In order to obviate the difficulty of keeping records, we have now arranged to keep the slivers of all children in the school. As regards the wages, I think it is a good thing that the children earn something for themselves. And since the

slivers are provided by the children themselves, the school does not have to spend anything.

On the other hand this scheme offers a radical solution of the problem of the disposal of the produce of the children's work. When the producers become consumers, the school is relieved of the burden of arrangements for the disposal of finished products of the school.

So far as I have been able to understand, one of the objects of basic education is to bring about a gradual change in the life of the village. A basic school that does not effect any such change will be considered unsuccessful to that extent. In my opinion the scheme of self-spinning is likely to prove of great help in this respect.

A word about the difficulties in our experiment. The great difficulty in our school is the existence of English classes. These have hampered our progress a good deal because we have not been able to find a common ground between orthodox English education and Basic Education. The attraction of English too is so great that all children wish to join the English classes after passing the fourth grade and we cannot check this tendency. It is possible that we might have to wind up our experiment altogether if we should decide to discontinue the English classes. So we have reluctantly declared that the basic syllabus will continue only upto the fourth grade. It is, however, possible that ideas may change with the passage of time, but until such time, we have to face this problem as best as we can.

Our school is a co-educational school. This circumstance evoked many protests from the village people, who even petitioned the Maharaja Saheb for the separation of the boys' and girls' sections. In the beginning this caused us a good deal of worry and anxiety because the attendance of the girls began to

fall appreciably. But we persisted in our attitude and now the hostile atmosphere has completely changed.

The last question viz., what has been the relation of the basic school to the village community yet remains to be answered. As was to be expected the villagers showed a hostile attitude in the beginning. But we carried on our work with patience and fortitude with the result that the opposition is now melting away. We held meetings in the village to explain the principles and advantages of basic education and the villagers have now begun to realise its value. It has brought about a remarkable change in the children. Active work in the school has awakened new ideas in them and they are showing better progress in studies. There has been a marked improvement in their general knowledge, expression and efficiency. I have expressed the opinion that one of the objects of basic education is to effect a healthier change in the village life of our country. We are making some efforts in this direction and I shall probably be able to place the results of our experience before you at the next conference.

GOPALRAO KULKARNI

PERIYANAYAKANPALAYAM BASIC SCHOOL

(An experiment in Tamil Nad)

Very little work in basic education has been done in the Madras Presidency. The Madras Government opened a Basic Training School and a practising school at Coimbatore in June 1939. This small beginning was closed by the Government in April 1940. As there was no prospect of the Government taking any further steps towards the introduction of basic education in the Presidency, Sj. Avinasilingam Chettiar, M.L.A., a member of the Hindustani Talimi Sangh, decided to conduct an independent experiment to prove its possibilities by the gradual conversion of the District Board school at the village Periyanayakapalayam, district Coimbatore, into a basic school. The District Board agreed to transfer the control of the school to Sj. Avinasilingam for the purpose of the experiment.

The school was a complete primary school with 7 teachers and 170 children. Today there are 8 teachers and 203 children on the roll. The new scheme was introduced in grade I. The basic craft selected was spinning. The sixty children of the class were divided into two sections of thirty each. Trained teachers were not available. So we started work with the existing staff and opened classes for them in the basic craft and the new technique of correlated teaching.

The existing school time-table and organisation work were not in accordance with the principles of basic education. We also wanted to take the children often for excursions. We prepared, therefore, an elastic time-table. In the first or basic grade we have three periods of 40

minutes each for craft work and only one period of 40 minutes in the other classes.

Detailed Records of raw material used and finished products are maintained. Careful calculations are made of the earnings of children after due deduction of wastage. The children are taught to appreciate the significance and importance of work and to compare old methods of work with the new. Our experience after a year's work is that it is possible to develop the various aspects of a child's personality and to teach the different subjects in the syllabus through the basic craft of spinning.

We try to give our children practical civic training. The craft work is organised on the lines of co-operative endeavour. The older children card cotton, draw water for drinking and gardening for the younger children in the school. They sweep and sprinkle the play-ground and help the younger children in cleaning their class rooms. The boy in charge of the school temple comes early and arranges the flowers in the temple from the school garden. Similarly, the craft monitor comes early and keeps the craft equipment ready for work. The boy who is the school librarian comes an hour before and leaves an hour after school. The "home minister" is responsible for the cleanliness of the entire school building. Three boys are responsible for the drinking water for the entire school. The "health minister" holds a most important portfolio. He has to see that the children keep the school surroundings clean. He has to dig trenches every second or third day for boys and cover them with earth. We have given our first attention to education in health and hygiene as that seemed to be the most pressing need of rural education.

The ministers meet once a week and submit reports of their departments. A fresh minister is elected every month. Before handing over charge the old

ministers relate their experiences for the benefit of the new office-bearers. Each class has a captain for each different work. The children do not interpret leadership as an instrument for bossing over the other children, but rather as an opportunity for serving their companions in class or school.

Ample opportunities are found for teaching the syllabus of social studies and general science to the children through their work in the garden, bee-hives and excursions. It is evident from the Inspector's report that in general development our children are superior to boys in the ordinary primary schools. The Inspector also found from his examination that the standard in mother-tongue and mathematics of 48 out of 60 children in grade I. is higher than most of the children in other schools.

I wanted to have the opinion of an educational expert on the work of the school. I, therefore, invited a friend who has had long experience of conducting rural schools and training schools for village teachers. He spent two days in the school and came to the conclusion that the atmosphere of the school was favourable for the development of the children. He also said that he had had no idea before that a craft like spinning could be made so interesting for the children.

We have had to face some difficulties also in our work. The first problem before us was the proper presentation of craft work. We discovered by experience that if we went into the subtleties of every process and tried to teach it scientifically from the very beginning the children may lose interest in their work. We, therefore, tried first to create a craft atmosphere in the school by giving first place to spinning in the programme. We invited experts from outside to give demonstrations of spinning in the school. At the same time we made every attempt that the teacher should attain the necessary efficiency in craft work and his

method should be perfect so that the children may feel attracted towards imitating him. Once the children's interest has been roused and they are started on craft work, it is the teacher's business to see that he speedily progresses.

The villagers were in the beginning opposed to our scheme. This was due to two reasons. In the first place they did not approve of the fact that no untouchability was observed in the school and harijan boys sat with the other boys in the same class. Secondly they did not appreciate the free relations between teachers and the children. We created several occasions for the villagers to visit our schools and now they have begun to understand a little of our objectives. They are beginning to realise that the children can be helped to grow in disciplined freedom without the use of the rod. Thus the opposition of the villagers is gradually dying down.

Another problem has been that of the necessary space for the class rooms. We felt that there should not be a separate laboratory for spinning. A separate room may be reserved for carding, but the other processes should be carried on in the class room itself, so that the raw material equipment and finished products round which the children are expected to develop their knowledge of mother-tongue, arithmetic, social studies and general science may always be near at hand. It is true that we have to provide more space for basic classes and this means more initial expenditure, but we should also remember that proper care in the storing of raw material and finished products will mean less wastage. A place for every thing and every thing in its own place is of great educational value to children.

G. A. ARUNACHALAM

OKHLA BASIC SCHOOL

An attempt will be made to show in this report what standard has been attained and how far we have been successful in working out the fundamental principles of basic education in the basic school at Okhla village. Rural conditions are so similar from one end of this country to another that no one with experience of rural education will have any difficulty in understanding the problems we have to face in this experiment.

Okhla is a small village of fifty to sixty thatched mud huts on the outskirts of Delhi. The villagers are poor; they earn their living by keeping cattle and selling milk in the city; some work as labourers and a few own some land. The children also help as wage earners. The village is near the Jamuna Canal, a favourite resort of holiday seekers. The children get small jobs from them and thus earn a few pice—a welcome addition to the scanty family income.

The village did not possess a school before July 1939. In July 1939, the Delhi Government sanctioned the opening of a basic school in the village provided that Jamia Millia assumed the responsibility for conducting the experiment. The Government sanctioned Rs. 250 as special grant and promised the salary of a teacher on the grade 20-1-30. When the basic training school was transferred to Jamianagar it was in urgent need of a practising school. The primary school at Jamia which catered to the needs of the children of richer and urban classes could not obviously serve as a practising school for basic training. It was decided, therefore, to utilise the village school at Okhla for practice-teaching.

When we tried to open a basic school in the village,

interested parties tried to excite public opinion in the village against us. They tried to persuade the villagers that the basic school was a ruse to acquire land in the village. We called a meeting of the villagers, explained the objectives of basic education and tried to persuade them to send their children to school. The school was opened on October 7, 1939, but we could not start work immediately on a systematic basis. The building was inadequate for the purpose of a basic school and the owner of the house would not permit alterations or improvements. The children were of varying ages and capacities, which added to the difficulties of the experiment.

However, we started and tried to work out the syllabus of basic education. We began with a craft period of one hour and have gradually extended it to two hours. We have not yet attained the standard prescribed in the syllabus but that has been due to the fact that attendance has been irregular and we have not devoted the prescribed time to craft work. Experience of craft work with the children has proved to us, however, how baseless the criticism of craft work as a medium of education had been. It had been said that the children would find spinning dull and monotonous and that it would have an adverse effect on their physical development. Experience proved, however, that children of seven or even under seven, spin for two hours with great interest and pleasure, and would like to continue it even in the other periods.

As regards their physical development it would be sufficient to say that the children are much healthier and cleaner since they have started coming to school. They also carry themselves smartly and wear the uniforms provided by their school with neatness. Due attention is paid to the formation of habits of cleanliness in the school children. A child who comes unwashed to school is promptly washed and cleaned by the

teacher. On Sundays and holidays the teacher takes them to the river and teaches them how to wash their clothes with earth and soda. The school also provides a light meal of sprouting grams. The children were not very enthusiastic in the beginning but have now begun to eat it with relish.

For a proper appreciation of their moral development we should compare their present condition with their condition before they came to school. When they came to school first they used bad language as a matter of habit; quarrels were frequent and often developed into free fights. Now the children greet us with courtesy and bad language is slowly disappearing. They are also growing in habits of cleanliness in spite of the contrary influence of their homes. Our school children try to carry their knowledge of hygiene acquired in schools to homes and persuade their parents towards greater cleanliness in their homes.

The children have easily covered the syllabus and we have had no difficulty in correlating the different items of the syllabus to their craft work or physical and social environments. We have not, however, been able to do full justice to the syllabus of General Science for the lack of a school garden. The children have learnt many interesting stories in connexion with the syllabi of Mother-Tongue and Social Studies. They have also learnt a number of simple poems and songs which they sing together when they spin. They can read and write simple sentences. We believe that children of ordinary primary village schools cannot compare with them in general knowledge.

Every attempt is made to help the children to develop habits of bravery and fearlessness. They are not shy or self-conscious when visitors come to school. Visitors of all races come to see our school, and the village children who used to go into a panic of fear at the mention of a policeman now meet and talk to

European visitors with freedom and boldness.

Ample opportunities are given to the children for self-expression. The children show great originality and independence in the expression of their ideas both through their conversation and through their drawings. We introduced paper cutting for some time in Grade 1, and the children's work in drawing and paper cutting was astonishing in its high artistic quality. We tried to develop aesthetic sense by decorations and simple paintings on the mud walls of their school buildings. This proved helpful in stimulating their artistic sense and one child tried to reproduce these decorations on the walls of his own home.

I would like to make a special mention of how our school celebrated the National Week. They cleaned and decorated the school building and compound. There was a spinning competition in the afternoon, and a meeting in the evening in the school, where the significance of national week was explained to the villagers. All the necessary arrangements for the meeting, including the invitation of the villagers, had been made by the children themselves.

We have also started the work of rural reconstruction on a small scale to bring the school into closer touch with the village. We have organised a committee for this work which arranges for night classes for adults, lectures on health, hygiene, social evils and their remedies, the present world conditions and similar subjects of general knowledge. The committee also undertakes periodic cleaning of the village and organises programmes of entertainment for the villagers.

The school has now moved to a new building of its own. This is a more adequate and better equipped building. We have every hope that in this new environment and with the experience of last year's work behind us, we shall be able to do better work and show better results during the coming year.

A YEAR OF BASIC EDUCATION IN GURUKUL KANGRI—HARDWAR

With May 1941 we complete a year of work in basic education in the Gurukul Kangri. It has been a rich year of new experiences in the field of education. During the year we made an honest attempt to work out the syllabus of basic education, particularly the syllabus of spinning as the basic craft. We had to face and solve many practical difficulties in connection with this experiment. At the end of the year it is necessary that we should make a brief survey of our year's work and make an attempt to assess how far we have succeeded in working out the syllabus and to suggest on the basis of our experience what changes are necessary in the syllabus.

The basic syllabus was introduced in its entirety in grades I and II and spinning as a subject in the higher grades from May 1940. At the end of the first quarter the children had attained the required standard in the basic craft and other correlated subjects, and had also become self-sufficient as regards the slivers used. This new experiment of correlated teaching had also enthused the teachers with a new interest in their work. At the end of 3 months, the wages of spinning of 159 pupils of $62\frac{1}{2}$ days' or 4774 hours' work was Rs. 62-2-3.

Encouraged by the results of the first quarter's work we took up a new experiment in the second quarter: that of growing cotton ourselves in the school garden. Our purpose in this was two-fold: (1) that the children should gain practical training in agriculture and (2) that we should be self-sufficient regarding

our requirements in cotton. We sowed Punjab-American Cotton No. 520 in a field 719 sq. yards in extent. The yield was 82 seers. This works out as 1104 lbs. per acre. According to Government Agricultural Reports, the highest yield, from Punjab-American Cotton No. 289, is 1006 lbs. per acre (Technological Reports on Standard Indian Cottons—1939). Compared to the above figures, the result of our first experiment is encouraging not only for us but for all workers of basic education.

All the agricultural operations except ploughing and sowing were done by the pupils themselves.

Carding was introduced at the end of the first quarter. It was further developed in the second quarter. At the end of the first term of 132 working days, the net income of the school from the spinning of 160 pupils deducting the expenditure on raw material, equipment etc. was Rs. 104-10 only. The average earning per pupil during this term, therefore, was 0-10-5½. This does not include the income from agriculture.

Our work in spinning was truly self-sufficient during the second term. All cotton used by the pupils for spinning had been grown, picked, ginned and carded by them. The income of the school from spinning and carding during this term of 91 working days was Rs. 71-6-6 and from agriculture Rs. 15-8. On deducting the price of equipment, lost or spoilt, the net income works out as Rs. 66-6. The earning per pupil works out as 0-7-7½. On adding the earning of the first term, the whole year's earning works out as Rs. 1-2-1.

We were able to devote less time to spinning during the second term because, as mentioned above, all the operations from the growing of cotton to spinning were done by the pupils themselves during this term and the time reserved for spinning was 1 hr. 15 mts.

per day. Self-carding, however, had a good effect on the speed strength, evenness and count of the yarn and the quantity produced. This is clear from comparison of the spinning wages during the two terms. While the total earning of $1\frac{1}{2}$ hours' spinning during the first term was 94 pies per day, during the second term it was Rs. 1-0-1.

During this term special attention was given to the quality and breakage of yarn. The yarn of the second term was superior in count, strength and evenness on account of the programme of self-carding. In spinning tests we paid special attention to the number of breakages of yarn and how often the broken yarn was joined and how often thrown away. The largest number of breakages in the test was 15 and the lowest 2. Only 15-20 pupils were found to throw away their broken yarn.

We paid special attention to carding during the second term and there was considerable economy in the expenditure on guts.

Craft recording is an essential part of craft education. We have tried to evolve a simple but adequate system of craft recording. The children of grades III to V are given measured quantities of ginned cotton every fortnight which they return in the shape of yarn.

Basic Craft: The basic craft selected is spinning. We take spinning in the first period to make it easier to correlate other subjects of the syllabus in the succeeding periods. The teacher experienced some difficulties in the beginning in teaching spinning to 20 children at the same time. He distributed them in five groups of four each and handed them over to five senior students of Grade V. These boys handled the small groups successfully under the supervision of the class teacher. In conducting spinning test etc. also we recruited help from children of grade II.

Mother-Tongue: Instruction in mother-tongue

was oral during the first six months. They learnt some beautiful poems round their work in spinning. They were also taken on excursions round the surrounding villages and were encouraged to express themselves about village life and village craftsmen. Reading from books was introduced in the second term, but the children had already learnt the letters in play during the first term. They were taught reading by the sentence method. The sentences were composed from their experience in craft work and social and physical environment.

Social Studies: More attention has been paid to practical training in citizenship as laid down in the syllabus. They have also been told stories from the Puranas with special emphasis on the development of qualities, like determination, perseverance etc., which make an ideal citizen.

General Science: The work in general science has been based principally on the observation of plant and animal life and the sky in the different seasons.

Arithmetic: Arithmetic has become a living and interesting subject in correlation with the work of spinning.

We have experienced no difficulty in attaining the required standard or in teaching the syllabus through the technique of correlation. It is true that we have not attained the required standard in the basic craft but that has been due to the fact that we have not devoted the necessary time to the work.

Our experience of a year's work has taught us that the main difference between the old and the new education lies in this that while the old system works like the factory system on the lines of mass production, the new education grows like the creation of an artist. The teacher in this new education must, therefore, be an artist and a creater.

HARI DUTTA

BASIC SCHOOLS OF TILAK MAHARASHTRA VIDYAPITH, POONA

When Gandhiji placed the scheme of basic education before the country, Tilak Maharashtra Vidyapith along with a few other national institutions decided to work out the experiment on a small scale. They had a few teachers trained in the training centre opened at Loni for basic schools in the Marathi area by the Bombay Government and opened four basic schools in a small compact area in the Poona District. The Vidyapith took over charge of the local board schools in these villages and introduced the basic scheme in the first three classes, including the infant class. One of these experiments later had to be closed on account of the opposition of the villagers, but the other three basic schools continued work.

The first year was a year of difficulties. The villagers were not favourably disposed towards the new scheme, attendance was irregular on account of general poverty and the teachers were new to their work.

However, we persisted in our efforts and the work has been more encouraging during this—the second year of experiment. The first year's work resulted in winning the confidence of the guardians in the new scheme and in raising the number of pupils in the school. The success of the experiment depends to a large extent upon the sympathy of the community where the experiment is conducted. The apathy and opposition shown by the villagers during the first year was due to their ignorance and misunderstanding. As they began to experience the good effect of the new

education, this opposition gradually gave place to understanding and sympathy and work became easier.

Our next task was to raise the standard of work in the schools by more efficient supervision and by raising the standard, both professional and cultural of the teachers. In order to raise the standard of work in the basic craft of spinning, a craft expert from the Maharashtra Charkha Sangh was appointed to supervise and guide the craft work in the basic schools for seven months, while the head master of one of the basic schools was sent to the headquarters of the Charkha Sangh for special training in craft work. The craft expert has been relieved on his return and we have now a permanent worker on our staff, who, besides being a craft expert, also knows the principles of basic education and the technique of correlated teaching.

The constant training of teachers is a necessity in this experiment of basic education. The Vidyapith has, therefore, made a special arrangement for this purpose. The actual work of the teachers is guided by both the craft supervisor and the general supervisor, but, in addition to this, regular classes of the teachers are held on the weekly holidays and the principles and the actual problems of the running standards as well as the next standards are discussed in it by the supervisors. An attempt is also made to keep the general knowledge of the teachers up to date by keeping a good library and giving them other facilities for cultural development.

The progress of the pupils in general is satisfactory in classes of the teachers who have properly understood the technique of correlation. Some teachers, however, sometimes, lapse into the old method of instruction. But it has been found that the principle of correlation can be usefully and successfully applied in teaching subjects like Social Studies, Mother-Tongue (Marathi),

Arithmetic and General Science around the three centres viz., craft, nature and social environment. The intellectual progress of the pupils is also more satisfactory this year. The physical progress is also fairly well on account of different kinds of sports. The liking for cleanliness and neatness is growing. The language as well as the daily life of the students is also becoming more refined.

Mother-Tongue: The students have shown good progress in learning Marathi and can express their thoughts on the various processes of craft work with ease and freedom. The main object in teaching language is to develop in the students the habit of thinking and bringing their thoughts into action about the activities of human life. We feel that this object is being fulfilled in our schools. The students of lower standards also can express their thoughts in easy, good and simple language by methods like story telling, conversation and dialogues. In the lower standards more emphasis is given on oral self-expression than actual reading and writing; still the progress of the students in reading and writing is satisfactory. Different questions arise in connection with the work in the basic craft. These questions have to be answered and hence the habit of boldness and promptness is developed in the students. The children also show signs of progress in their appreciation of poetry and literature. In short, it is found that the language of the village students is improving, the habit of using bad language is disappearing and the liking for reading and writing is increasing among them.

Arithmetic: As the subject of Arithmetic is closely related to the craft work, the progress of the students in this subject is very good and encouraging along with the progress of the craft work. Sometimes a teacher lapses into the old method if he has not properly understood the technique of correlation. Some sort of drill

work is also found necessary along with the arithmetic of craft work. Some teachers have prepared a series of examples round their work in basic craft which the children have solved without any difficulty.

Social Studies: This subject occupies a very important place in the scheme of basic education. A student has to get a proper knowledge of his house, family, school, village and the society in which he has to live. Some portion of the syllabus is taught through the basic craft and some through the social environment of the students. They listen to stories of old days and distant countries with great interest and try to reproduce them in their own language. They learn about the methods of dress and the habits and general behaviour of old times and distant people and try to adopt them in their lives. This has had a decided influence on their habits towards simplicity and cleanliness. Sometimes students are taken round the village for studying the various crafts in the village and the life of the villagers.

General Science: This subject is taught through the physical environment of the school and the activities in the school garden. The students plant flower-trees, water them and mark carefully the growth and the change in them in their school garden. They also observe various stages of the crops in the fields and learn thereby the laws of nature and life broadly. The knowledge of trees and plants is given to them in correlation with the basic craft of spinning and its other operations. The knowledge of birds and animals in general is given by method of observation and study of social customs and important holidays. The progress in this subject is quite satisfactory.

Drawing: The art of Drawing is correlated with the pictures of implements of spinning such as takli, charkha, winder, carding bow, etc., and is developed to the picture of dress, trees, leaves, birds and

animals. The sense of proportion and accuracy is being developed by the students. We see a good deal of progress in this subject in our schools.

S. D. SARDAL

BASIC SCHOOLS IN RAIPUR DISTRICT

The Raipur District in what is known as Mahakoshal or Hindi C. P. has taken full share in all the activities of the national movement and has a tradition of national education. Sj. Ravishankar Shukla, the ex-premier of C. P. had been for some time the Chairman of the District Board. During his time he tried to convert the existing district board schools into centres of national education. He organised short training camps for primary school teachers and introduced spinning in the primary schools as early as 1935. By 1939 spinning was being systematically taught in 70 to 80 primary schools in the district.

In 1939 when the scheme of basic education was placed before the country; the District Board decided to introduce the experiment in its own schools and sent 25 teachers for training to the Vidyamandir Training school at Wardha. A short training camp of two months' duration was organised at Raipur in May and June 1940 for headmasters of the primary schools to be converted into basic schools. In July 1940, basic education was introduced in 12 of the district board schools.

Our aim from the very beginning has been to conduct the experiment on as economic lines as possible. We have spent Rs. 15 on craft equipment for grade I in the place of Rs. 150 being spent in the government basic schools. This does not include the expenditure on cotton, as the price of cotton is deducted from the price of yarn supplied to the District Board in return. To fulfil our requirements in cotton we are growing cotton and have planted Deo-kapas trees in the school

compound. We are concentrating on Deo-kapas as they last for a number of years, yield sufficient cotton, and the cotton can be ginned and prepared by hand for spinning. Successful experiments of spinning from this cotton have been conducted in several schools. The basic trained teachers have taught carding to the children and teachers of non-basic grades also. The basic schools are thus self-sufficient as regards their slivers.

The District Board has made the necessary arrangements for the disposal of the yarn produced by the children in basic classes. The yarn is woven into cloth at cost price. This, it is hoped, will stimulate the guardians' interest in the work of the school. The yarn produced by the school children is woven into both white and coloured cloth, shirting, coating, dhoties, durries, etc.

The work of the basic school is tested every month and the following records are maintained:—Spinning records, records of work in the other subjects of the syllabus, the general progress of the children and social service work organised by the school children. We devote two hours every day to craft work and the remaining time to other subjects in the syllabus. We must confess, however, that we have not yet attained the expected mastery in the technique of correlated teaching.

The influence of the scheme on the personality of the children is obvious. They have begun to pay attention to their personal cleanliness and cleanliness of the village, and appear better behaved, bolder, more alert and intelligent than before.

We have had to experience no opposition or hostility from the villagers in the introduction of the experiment. On the other hand the appreciation of the new education seems to be growing and we have received applications from other villages for opening new basic schools. The villagers seem to be convinced that the basic schools

really serve the needs of villagers. Some pupils of our basic schools have made practical use of the knowledge of simple rural remedies acquired in schools in their homes and neighbourhood. This has added to the popularity of our school.

We are making an all-round attempt in our basic schools to reduce the expenditure on school equipment. We have made successful experiments in the preparation of slates and slate-pencils and are hoping to introduce this experiment in all the District Board schools next year.

The District Council is meeting all the necessary expenditure on the introduction of the experiment. They have not applied to the Government for a grant-in-aid. Our greatest need at present is that of more trained teachers, and the District Board has started correspondence with the Government for permission to organise a class for training teachers of basic education in Raipur itself.

DHANIRAM VERMA
Supervisor, Basic Schools
Raipur

BIRLA BASIC SCHOOL—PILANI

Pilani is a small town in the state of Jaipur which had the good fortune of being the birthplace of the Birla family. The Birlas have generously endowed their hometown with educational institutions. When the scheme of basic education was being initiated in different parts of the country, the Birla basic school was started at Pilani in July 1939 to work out the full seven years' course of basic education and also with the hope of making it a self-supporting unit. It should be made clear here that our conception of 'self-sufficiency' is different from that of the Zakir Hussain Report. What we mean by a self-sufficient school is that each child should through manual work earn enough for his requirements in food and clothing.

The Basic syllabus has been introduced only in the first two grades, as only two basic trained teachers were available for conducting the experiment. The orthodox curriculum of the state is followed in the higher classes, with the difference that craft work occupies an important place in our school programme and an attempt is made to make the student as far as possible self-reliant.

Our attempt to make the institution self-supporting has not so far proved successful, but it has made a deep impression on our work.

The school time-table has been extended to eight hours or 14 periods with three intermittent recesses of 20 minutes each. One and a half hours are devoted to craft work, $1\frac{1}{2}$ hours to agriculture and $\frac{1}{2}$ an hour to gardening. The first four grades do spinning and carding only, while the higher three grades have an option

of spinning and weaving. Gardening is compulsory for all, but agriculture is allowed from the third to the seventh grade only, for the small children cannot work on the farm. They carry on spinning during these periods.

The students sweep their hostels, clean utensils and cook their own food. A child of fourteen can bake four seers of flour in two periods of thirty minutes each. Two children of fourteen can cook food for 30 to 35 boys in three periods of 30 minutes each. One servant only has been given to the first three grade children to assist them in the task of cooking.

Though we have failed to follow the Basic Syllabus in our school, we have not at least failed to keep the Basic spirit alive in our school programme of activities. This is proved by records of craftwork, of allround development of the children maintained in the school.

From these records I sum up the following results:

(1) Closer bonds of friendship among the students of different communities.

(2) Evolution of a common language.

(3) Dignity of labour. Love for manual work. It is a welcome change to see a Rajput boy spinning, cooking and scavenging when all these activities are held taboo in his community.

(4) Disappearance of caste-mania.

(5) Self-reliance, initiative and personal confidence.

(6) Greater general information.

(7) Change in the mode of behaviour and thinking.

(8) I have received several letters and interviews from parents telling me that their children have become more useful and helpful to them, and also letters from parents who had once been full of adverse criticism, requesting me to admit their children again.

THE DIFFICULTIES OF A BASIC SCHOOL TEACHER

I would like to place before you some of the difficulties we have experienced in opening and conducting, basic schools in the compact area in Champaran (Bihar). It is possible that they may prove to be of some use to other workers in basic education.

The first problem before us was that of collecting the school children. Interested parties had created an atmosphere of mistrust and misunderstanding in the area before the schools were opened. They had persuaded the villagers that the new schools were being opened by the National Congress to destroy all caste barriers by teaching the children of all castes together. Fortunately or unfortunately a session of the Gandhi Seva Sangh was held in the compact area about the time the basic schools were opened and the villagers actually saw people of all castes dining together. However, we started work with the children of a few progressive families. The parents visited our schools and found the children spinning on the Takli instead of working with books, slates and pencils. This confirmed their worst suspicions and they refused to send their children to school.

We sent the news to our Supervisors and the Secretary, Board of Basic Education, but continued our efforts to win the confidence of the villagers. We went to their homes, and tried to persuade them to send their children to school. Our efforts did not, however, meet with much success. We thought of another plan. We organised night classes for adults in the basic schools. Our efforts at collecting adults for the night classes were more successful than our efforts at collecting children

for basic schools. We began to introduce lectures on basic education in the evening adult classes. The parents who attended the night classes and learned to read and write gradually dropped their opposition to basic education and began to send their children to school. In time they became our agents in propaganda about basic education. The children's number in schools gradually grew.

Our next problem was that of irregular attendance of school children. The main reason for this was the general poverty of the parents. They were more or less helpless in the matter and had to keep the children at home to help them in taking out the cattle for grazing, collecting fuel, looking after their younger brothers and sisters and taking their fathers' mid-day meals to the fields. Faced with this problem, we decided to hold school only in the morning and leave the children free in the evenings for their duties at home. This proved helpful but did not solve the problem completely. We next approached the parents of children who take cattle out for grazing and requested them to send the children and cattle together to school. Our suggestion was accepted and the children and cattle began to arrive in school together. We next arranged for one or two boys to look after the cattle in turn, while others attended classes. We made similar arrangements about children who had to mind their little sisters and brothers at home. This resulted in a marked improvement in attendance.

The children began to come to school more regularly and gradually they became interested in their craft work. They were also attracted by the school games and children who could not attend classes in the morning made time to attend games in the evening.

Our third problem was the lack of systematic progress in our daily work on account of numerous interruptions. Irregular attendance was mainly res-

ponsible for this but there were other contributing factors. The children came to school hungry and we had to give them leave in a short while to go home for their morning meals. They also came to school unwashed and without having gone through their morning routine and asked for leave for these necessary functions. We finally arranged that one teacher should visit their homes every morning and try to see them through their morning programme before they came to school. Gradually the necessary hygienic habits were instilled in the children and they began to come to school prepared for the day's work.

A third serious problem was that of the children's clothes. Most boys came to school like 'naked fakirs' with narrow strips of cloth round their waist. In winter it was not possible to do any work with the children on account of the cold. We tried to draw the attention of the parents towards their children's clothing, but they too were helpless on account of their poverty.

Fortunately, the Behar Government selected our compact area for practical training in rural development. The Government distributed a few Charkhas and the workers taught spinning to some families. We tried to continue this work even after the training camp was closed. This was of great help in solving the problem of clothing for the children of basic schools.

The greatest difficulty before us today is that of the necessary literature. To meet this difficulty, we prepare stories, dramas, poems etc., on the basis of their day's work, write them in big letters on pieces of card-board and the children read them with great interest. But we feel that this is not sufficient. All their reading material today is centred round their own activities. The children feel the need of reading about the experience of others besides their own. Besides, they have a sense of inferiority when they see the children of

other primary schools with their books, and keep asking us for books. They even buy ordinary books from the bazaar when they go for their weekly marketing. This proves beyond doubt that the children are anxious for books.

We are glad to know that this question is receiving the attention of authorities. The staff of the Basic Training School at Patna is engaged in preparing the reading material for grades II and III and it will be published by the Hindustani Talimi Sangh when ready.

SHIV DAYAL SINGH

Teacher, Basic School

Champaran

A FEW PRACTICAL PROBLEMS IN THE EXPERIMENT OF BASIC EDUCATION

A—QUESTIONS—UTTAMSINGH TOMAR

Superintendent, Basic Normal School, Seoni, C. P.

The Basic Normal School, Seoni, is preparing teachers for basic schools in the Seoni District. A practising school has also been opened along with the training school to afford facilities to the pupil teachers for practice teaching. The Basic Syllabus has been introduced in the first two grades of the practising school. We have attained a certain degree of success in the teaching of the basic craft and other correlated subjects in this practising school, but we have also been faced with problems which we have not been able to solve. I place these before the conference for discussion.

Our first problem is that of distribution of time. What time in the daily time-table should be devoted to the basic craft? The reports read at the conference widely vary on this point. Some basic schools devote three hours, some two, some one and a half and others only one hour to craft work. The syllabus prescribes three hours twenty minutes. My request is that the conference should arrive at some final decision on this point on the basis of the last two years' experience of work. Our experience in the practising school has been that the children spin for the first half hour with great enthusiasm, then they begin to feel tired, and there is difference in their speed; but if the time devoted to craft work is distributed into two periods interposed with an intervening period of some other work, the children

can work for $1\frac{1}{2}$ hours and attain the required standard in six months' time. One and a half hours, therefore, should be sufficient in the place of 3 hours 20 minutes prescribed in the time-table and the time thus saved can be devoted to other subjects in the syllabus.

The second problem is that of the syllabus. The syllabus is being altered and revised in every province according to convenience. These minor alterations are certainly necessary to suit local conditions, but my suggestion is that we should fix some determining principles regarding these alterations. The minimum and unalterable fundamental requirements of the syllabus should be determined by the conference.

The third problem I wish to place before the conference does not relate to the teaching but to the children. Basic education claims the all-round development of children as its objective. An all-round development means both physical and mental development. In the basic schools, we are attempting the child's mental development, but the task of basic education, in my opinion, remains incomplete unless we can also tackle the problem of their physical development, unless they are adequately fed and clothed. My suggestion, therefore, is that arrangements should be made in the basic schools to provide at least one meal to the children during school hours.

The fourth problem is that of the disposal of finished products in schools. The government should buy up the produce of children's work in schools and thus relieve the schools of the burden of their disposal. Quantities of unused yarn are stored up in the training school. Neither the government nor we have any plans for their disposal. My suggestion, therefore, is that the problem of the disposal of the finished products should first be tackled before the introduction of the experiment of basic education in any area or institution.

The fifth problem is that of text books. We are

in sore need of books both for teachers and children of basic schools, but in my opinion more for teachers than for children. The children of the first two grades in basic schools may very well do without books, but teachers must be supplied with guide books at the earliest convenience.

B—ANSWERS BY DR. ZAKIR HUSSAIN

The reports read at the conference must have impressed upon you the fact that the workers of basic education are not carrying out their experiments without proper understanding of its implications, but in full consciousness of its strength and its weaknesses and the difficulties in its working. I thank Mr. Tomar for the questions he has placed before the conference as it has provided me with an opportunity for placing my ideas before the conference.

Mr. Tomar has asked, in the first place, what time should be devoted to craftwork in the daily time-table. The truth is that in matters of measurement no answers can be given without full experimentation. When we prepared the syllabus of basic education it was only in the case of spinning and weaving that definite figures were available as data for preparing the syllabus. A number of intelligent and experienced workers had devoted themselves to the development of this craft for a number of years. From them we could learn how much time exactly was necessary for learning the different processes of this craft—for learning it in such a manner that it does not serve merely as a means for killing time, but becomes a truly educative process and real work is done. The time prescribed for craftwork in the daily time-table of a basic school was also fixed according to their suggestion. Many cries of protest were raised at this, but these cries were based in most cases on misunderstanding of our fundamental prin-

ciples. They did not recognise craftwork to be educational and were, therefore, alarmed that no time was left for other "subjects" and consequently for the "education" of the child. But what is to be done? A few of us have been possessed by the idea that craft-work itself is "education", that if any piece of work is done well, with interest and understanding, if the child has acquired during the process all the knowledge required and developed the necessary habits for doing it efficiently, if it has had opportunities for learning and doing all else that it wished to do or to learn in connection with the work—that constitutes the true and complete education of the child, and any time spent over this education is well spent. Yet those, who will not recognise education as an integral process but insist on seeing it piecemeal as so many "subjects" must needs calculate in terms of hours and minutes. To them my answer is that they should first give a fair trial to the time-table suggested in our syllabus, and suggest alterations only when they find any defects in it. Those who suggest alterations in the time devoted to craft work should first make sure whether less time devoted to craft work may not mean lowering of standard in craft work. If not, these suggestions will be worth consideration.

It is true that the syllabus is only a tentative basis for the experiment and not final. We should always be prepared to make alterations, but every step in this process of alteration must be based on actual experience and not on mere theories. I fear that those who wish to reduce the time devoted to craft work do not do so on the basis of experience but on account of their old prejudices to craft work as an evil which if it can be avoided altogether should at least be reduced to a minimum. This is an attitude of mind that must be avoided at all cost if we are to conduct the experiment on right lines. All experimental schools should first give an honest trial to the syllabus and then suggest alterations.

The second proposal placed before the conference by Mr. Tomar is that the conference should give its ruling as to which portion of the syllabus should be considered unalterable and, therefore, fundamental to basic education, as changes both major and minor are being made in every province. I only wish to say in answer that these are welcome alterations if they have been made after due thought, in answer to real needs. No syllabus can be true for all time and all place. A syllabus is not a patent medicine; it is a prescription prescribed for specific symptoms. Prescriptions may be altered according to change of symptoms, but it is necessary that the person who makes these alterations should know the purpose of the prescription. The same holds true of an educational syllabus. A syllabus is prepared in answer to the needs of a particular time and particular place for a particular community or groups of people. An expert may make some alterations in it according to change of circumstances, but no one should attempt changes that might defeat the very purpose of the syllabus. Similarly those who wish to make alterations in the syllabus of basic education should do so only under the condition that these changes do not go against the objectives of basic education, and should test these changes suggested by them by this standard.

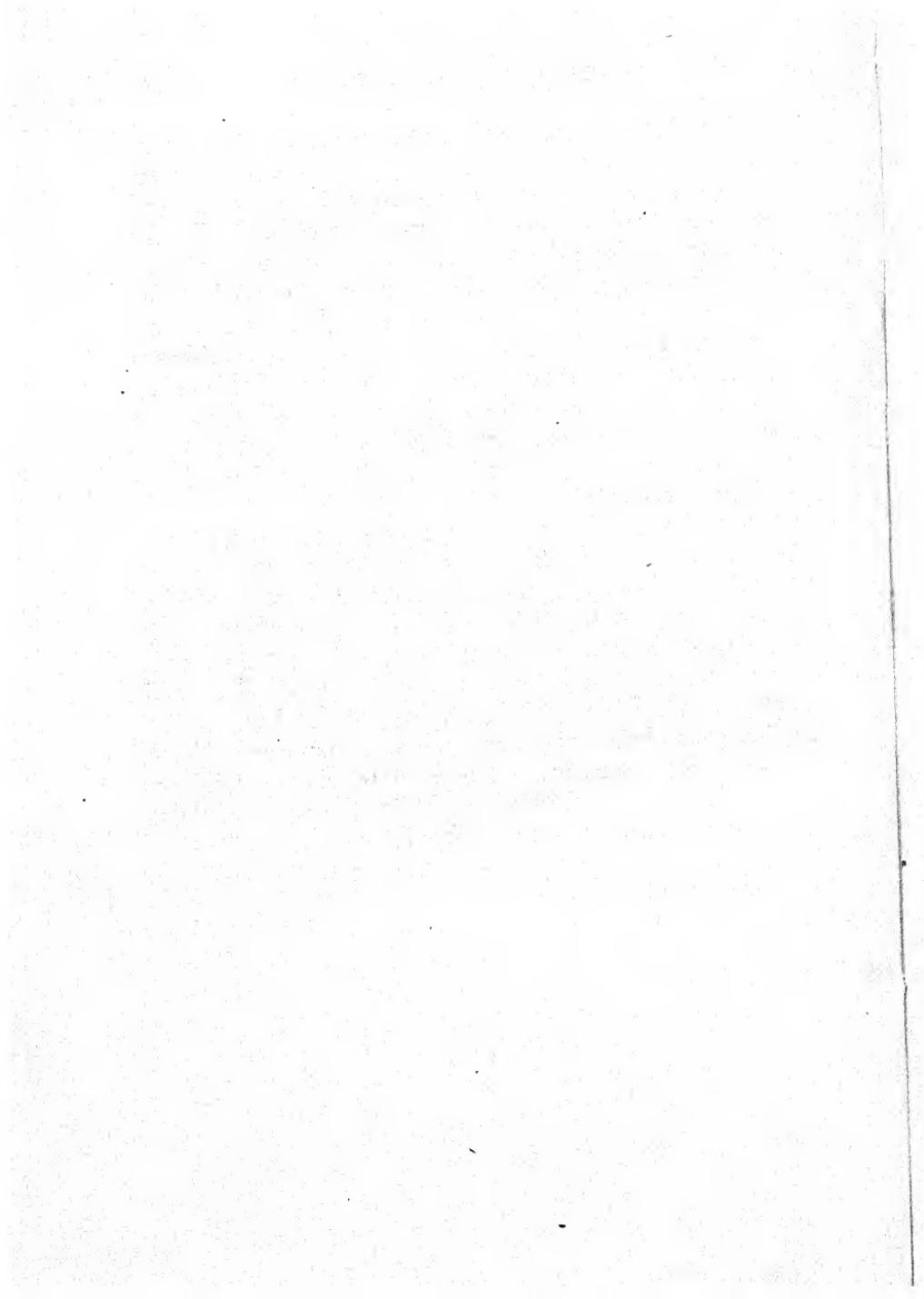
The third proposal of Mr. Tomar was regarding provision for some nutrition for the children in basic schools. Whoever has had anything to do with villages or village schools will have every sympathy with Mr. Tomar's proposal. But this is a problem that can be solved by the state and not by individuals, for it has to do with the evils of unequal distribution of wealth. Even the state will not find this problem easy of solution, but it can do something if it will. We can only hope that the state will give its attention to this problem and realise that the children constitute the highest wealth of the country and any money spent for making them

healthier, more alert, active, intelligent and honest is money best spent. I may be mistaken, but I have a suspicion that this ideal has not been accepted by our government, and even if it has been accepted in theory, in practice, it is not considered wrong to shelve it aside. All that we, workers in education, can do is to go on pressing it on the state, again and again, time after time, never tire of pressing it, never acknowledge defeat or disappointment.

The fourth proposal of Mr. Tomar deals with the disposal of produce of children's work in schools. He suggests that it is the business of the state. I have said again and again, and I say now that the sale of the articles produced by the children in schools is the work of the state and not that of the schools. It is the job of the school and the teacher to see that the craftwork in school is made into a true medium of education, it brings out the latent faculties of a child, helps a child to grow into a complete individual and useful pillar of society. If they succeed in doing this they will have done their job. When they teach craftwork to the children they should certainly teach them the most efficient methods, and see that the articles are well made for only then can you derive the fullest educational benefits from craft work but it is not their job to sell the articles produced. When a state introduces craftwork as the medium of education and recognises it as a sound educational principle, it renders a great service to education. But it must recognise at the same time that these new schools will produce useful articles. If the state coffers are overflowing with money and if the government thinks it and can afford to throw away useful articles and is accountable to none, it can organise a bonfire of all the articles produced in all basic schools once every three or six months, and enjoy the fireworks. I am gradually coming to the conclusion that those who have introduced our scheme have done so in a hurry without a full

understanding of all its implications. They have decided that it is sufficient if one portion is introduced. But unfortunately, a scheme of any value is an integral whole and can not be introduced piecemeal. If the government wishes to introduce the scheme of basic education, if it recognises that it is for the good of the nation, it must know at the same time that these schools will produce useful articles and it would be foolishness not to make use of these. But the solution of this problem is for the government. Those responsible for the scheme have never had any doubts on the subject nor have they any today, because no other solution of the problem is possible.

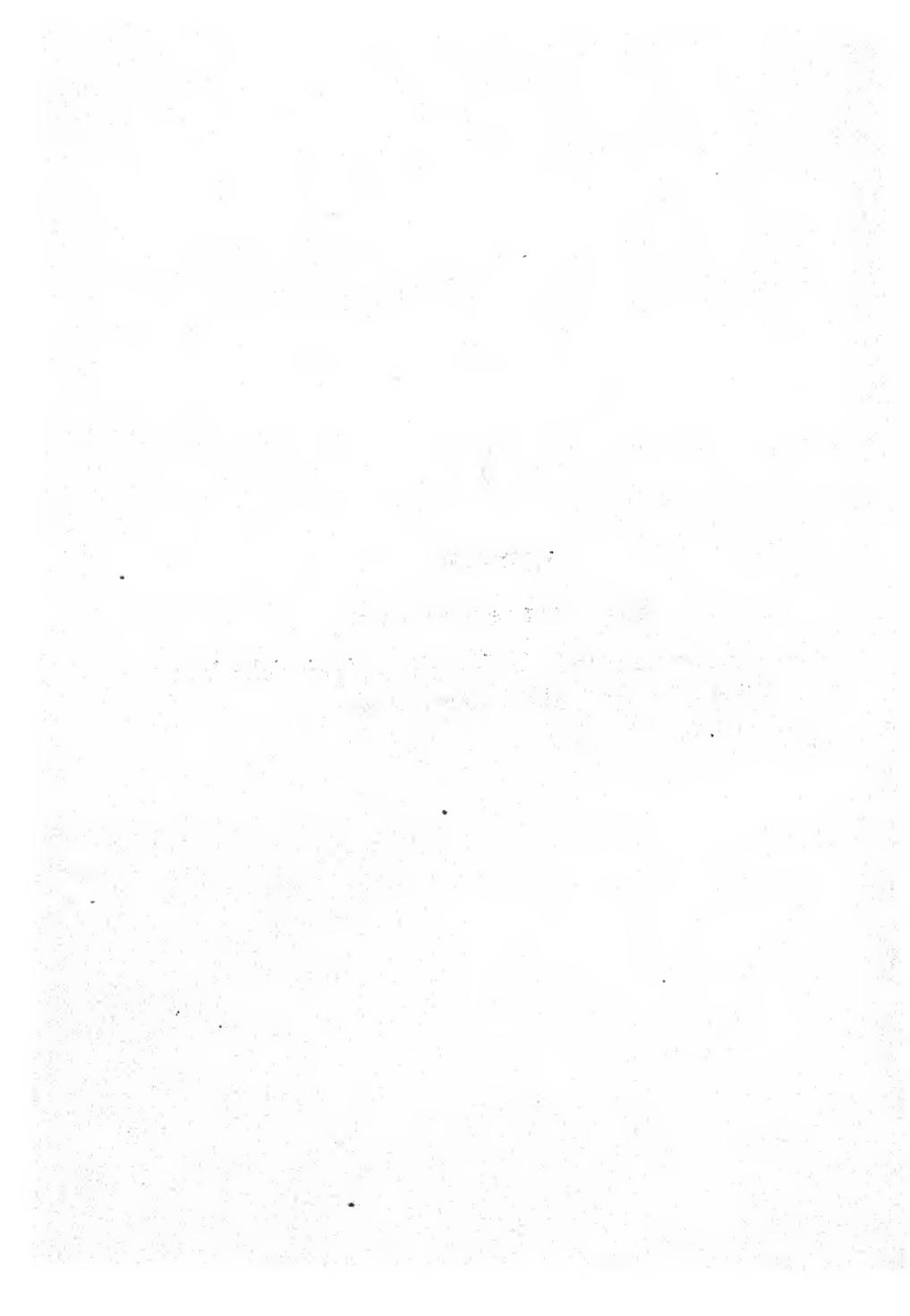
Mr. Tomar has drawn the attention of the conference to a fifth problem that of the necessary literature for teachers and children in basic schools. I also agree with him that this is an urgent problem. The Hindustani Talimi Sangh is doing what it can to prepare and publish necessary literature, both for children and teachers. Useful work is being done in the Basic Training School at Patna and some valuable material has been collected for preparing reading material for children. I hope the other institutions of basic education will also give their attention to this problem.



PART III

BASIC SYLLABUS AT WORK

**Two years of correlated Teaching in the Basic Schools of
Bihar—Pandya Jadunandan Prasad.**



BASIC SYLLABUS AT WORK

Two years of correlated teaching in the basic schools of Bihar

In 1939, Basic Education was introduced in the villages in Champaran District in Bihar. The first batch of teachers with whom the experiment was initiated, had received only six months' training. This training had not been sufficient and the teachers started work without a proper understanding of what true and natural correlation was. Moreover, these teachers had neither gained adequate mastery over the basic craft, nor did they know how to make use of the social and physical environments of the child for his education. They were themselves products of the orthodox system of education. It is not surprising, therefore, that correlation, as practised in the basic schools in the beginning, was far from satisfactory.

However, as experience of work grew teachers of basic schools, supervisors, organisers and the staff of the training school gradually gained greater insight into the working of correlation. The first thing they realised was that the teachers could not help the children towards the all-round development, which is the objective of basic education, unless they themselves gain complete mastery over the basic craft which is to be the principal medium. Second, that the teachers must have a thorough knowledge of the social and physical environments in the compact area before they can effectively use the method of correlation for the education of the children.

Convinced of these principles we devoted our attention to the attainment of the above two objectives.

As a result of our efforts, our second group of pupil teachers started work in April 1940 with a greater knowledge and efficiency in the basic craft. They continued practice in craft work after they joined work in the compact area and tried to acquaint themselves with the physical and social environment of the children. The work was started on right lines and our teachers did not have much difficulty in teaching the syllabus in a naturally correlated manner. Now on the basis of two years' experience of work, we can say definitely which items of the syllabus can be naturally correlated with which centre of correlation, which items in the syllabus it has not been possible to correlate, and further, what changes and additions are necessary in the syllabus.

It is these facts I shall try to place before the conference for discussion.

Bihar is an agricultural province; the area selected for experiment in particular is considered to be one of the most productive regions in Bihar. Agriculture is also, therefore, a suitable basic craft for this area. Considering the young age of the school children, however, and other local difficulties, spinning was selected as the basic craft and gardening and agriculture as subsidiary craft in the basic schools. I shall now place before you a complete picture of the mental development of the children in this backward area and the standards attained in the different subjects of the syllabus by them during the last two years through the medium of the basic craft.

Basic Craft—Spinning. The pupils have learned all the processes and sub-processes in the craft of spinning, e.g., cleaning of cotton, ginning, (ओटाई) opening up of cotton, (खोलाई) preparation of cotton by hand for spinning, (तुमाई) carding, preparation of slivers and spinning on the Takli and the Charkha. They have also learned to recognise the count, strength and

evenness of yarn.

They have learned the names of raw material equipment and parts of the equipment used and finished articles produced in connection with the above processes and sub-processes of the basic craft. They have learnt and can easily and freely express themselves about their use, their parts, their price, their size, form and the places from which they can be obtained. Each child has also learnt how to calculate the price of raw material and equipment used and their proper use and care. This knowledge acquired without effort has enriched their vocabulary and helped their power of self-expression, besides giving the necessary knowledge in arithmetic, general science and social studies. Thus we see that complete training in any craft process naturally leads to the knowledge of not one but many subjects of the syllabus.

Now we shall attempt to describe this knowledge compartmentally in terms of the subjects of the syllabus.

Mother-tongue:

Vocabulary—Names of raw material, equipment, finished product, processes and sub-processes in craft work.

Self-expression—Conversation about the use, work, price, size, form, place where obtained, care etc., of the above.

Stories—Stories of children, who have helped their parents in the pursuit of their professions from their very childhood and have thus learnt to stand on their own legs in later life, are told to children during spinning hour to encourage habits of self-reliance and enthusiasm for work. Similarly other stories are told to impress upon them habits of careful work, habits of industry and proper use of raw material and equipment in craft work etc.

Recitation and dramatisation—The children sing together songs about cotton, Takli, the carding bow (बुन्ची) and their work while spinning. After the spinning period, they very often act small dramatical pieces about the uses of the different processes and equipment in craft work. The children of grade II have become so proficient in the art that they can dramatise any story told to them within a very short period.

Reading and Writing—The children have not yet been provided with books but they use daily two or three different note-books which serve the purpose of reading and writing. One is a general note-book in which they note down any fact of importance in connection with their craft work or other school activities. The second is the daily diary in which they write at the end of the day what they have done or learnt on that day in school. The third is their spinning book where they keep records of their work in the basic craft. The children read from their own books to each other and to the teacher. Besides this, the teacher writes short stories and poems on pieces of cardboard or the blackboard for the children to read aloud. Some reading material prepared on the basis of the children's work is being published by the Hindustani Talimi Sangh. In the meanwhile we are making use of suitable passages from existing children's books.

Arithmetic—The children distribute the seats to their class-mates. Then the monitor, who is changed every day or every week, distributes the necessary equipment for spinning in two's, three's, five's or ten's. He also collects them similarly at the end of the spinning period. During the spinning period the children must know the number of slivers taken, issued and returned; the numbers of rounds and hanks (Laties and Gundies) spun; the weight of the yarn spun; the daily, weekly and monthly wages of spinning; the maximum and minimum speed of spinning in the class that day; the day's,

week's, fortnight's, month's, year's average speed of spinning for the whole class; the average speed of the class in comparison with the speed prescribed in the syllabus; the count and the percentage of strength and evenness of the yarn; half hour's speed of spinning on the Takli; an hour's speed of spinning on the Charkha, cleaning of cotton, ginning and carding. In connection with the above calculations, the children have learnt easily the following items in the syllabus naturally, without any forced or artificial correlation:

Numeration and notation up to 999, addition and subtraction tables up to 20, addition of two and three figure numbers in vertical and in horizontal columns, multiplication tables upto 10 by 10, meaning of signs \times and \div , practice in measuring length and weight. Tables of money: rupee, anna, pice and pie. Tables of weight: panseri, seer, chhatak and tola or corresponding local measure.

Social Studies—The pupils of the basic schools spend their time in two environments of entirely opposite nature: viz., the home and the school. At home they receive no training in civic habits which forms the most important part of the syllabus of social studies. All the necessary training in citizenship, therefore, has to be given in the school itself. The children have now begun to spend most of their time in school and seem to prefer it to their homes. Those responsible for the cleanliness of the class-rooms come in time, sweep the class-rooms and keep all the craft equipment in order. They also see to it that every article needed for craft work is in fit condition.

We are all familiar with the crowding and confusion in all public places like railway stations, police stations, poling station, bazaars and places of pilgrimage. The teachers are trying with great care and patience to instil habits of the queue system in the children in all the school activities such as taking and re-

turning craft equipment etc. The children have also begun to realise the importance of cleanliness through practical experience in craft work; they know from experience that dirty fingers soil the slivers and thus spoil the yarn; that the yarn breaks unless the cotton is thoroughly cleaned before carding; that you cannot card unless the carding bow is clean and in fit condition; that spinning is difficult unless the Takli and Charkha are clean. They have also learnt to put away all craft equipment systematically and in order after the spinning period is over. The school children clean the class rooms and almirahs, the school compound before they return home at the end of the day's work. There is no doubt that education through craft is instilling in the children sense of responsibility, habits of co-operative work, and the following habits: "asking and answering questions politely, waiting for one's turn in speaking, making use of the queue system, proper use of craft materials and equipment, storing materials and equipment in order, working in groups, waiting for one's turn."

General Science—It was generally supposed when the syllabus was first published that all the items in the syllabus could not directly be correlated with the basic craft, but experience has proved that it is not so. Take, for instance, the syllabus of General Science. The children have to write down the date, the day, and the month daily in their spinning register and thus gain a practical knowledge of the different months and seasons in the year. They have to keep the different instruments used for the different processes of spinning in fit condition. They know from experience that during the rains the Takli may easily rust, the gut breaks, carding has to be stopped and it is difficult to prepare the cotton for spinning; similarly, it is difficult to spin in winter before 8 A.M. or during the hottest hours in summer, that the yarn loses in strength unless you

cover it with a wet cloth; slivers left open become useless, they have to keep their noses covered during carding. Through this practical experience they gain personal knowledge of the physical phenomena and their influence on our life and work.

Drawing—The children have learnt to draw all the equipment used in connection with the different processes of spinning.

GARDENING AS A CENTRE OF CORRELATION

Each basic school has a school garden where the children work. They measure their plots and prepare beds of various size and shape. They dig, level and manure the soil for the beds and prepare the slope. They then sow seeds or plant seedlings, water and cover the plants and after the sprouting of the seeds, they weed their plots, try to keep it moist, look after the plants and remove harmful insects and keep systematic records of their growth. They collect flowers and vegetables when ready, weigh and sell the produce of the garden; store the seeds carefully for the next year and preserve expensive plants carefully in flower-pots. For festivals and school celebration, they decorate the school with flowers, fruits and leaves from their garden, prepare flower garlands and bouquets.

The following items in the syllabus have been correlated in a natural manner with the above processes in gardening during the last two years in grades I and II:—

Mother-Tongue:

Oral self-expression and vocabulary—Conversation about the different implements and things used in gardening and their use.

Stories—Stories of insect and animal life; stories of animals used in agriculture particularly to show the interdependence of man and animal.

Arithmetic—Practice in and knowledge of linear measure while planning and measuring out the plots and flower-beds; knowledge of weights while weighing and selling vegetables and other crops from the school garden; the knowledge of tables of money while calculating the price of garden produce; the knowledge of ordinary geometrical forms in connection with the preparation of different flower-beds. All these measurements and calculations are not only done orally but also written down in their note books.

Social Studies—The responsibilities assumed and carried out by the children are the same for the basic craft of spinning and the subsidiary craft of gardening. Besides this children collect varieties of leaves, flowers, fruits, seeds and roots and bark for the school museum. They also collect all the refuse etc., in a pit for manure which gives them the necessary training in cleanliness.

General Science—The children recognise all the crops vegetables and flowers grown in the school garden and can write their descriptions in their note-books. They have learnt the best time for watering the plants; the birds and insects harmful for plant life; they have observed the growth of plants and studied the effect of the different seasons on plant life.

Drawing—The children can draw the outlines of leaves, fruits and flowers from their school garden.

PHYSICAL ENVIRONMENT AS A CENTRE OF CORRELATION

The compact area of basic schools in Champaran is known as the Brindaban area. This is a productive area in Bihar, rich in trees and plant life. The principal domestic animals are the goat, the cow, the buffalo, the horse, the donkey and the pig; the wild animals are the deer, the wild pig, the jackal and others. The area is infested with poisonous snakes and other harmful insects.

The prevailing winds are chiefly two: the east wind during the rains and the west wind in summer and winter. In summer dust storms are frequent and cause great damage to the thatched mud-huts. But the area suffers from great scarcity of water in summer. The tube-wells provided in every basic school have, therefore, proved a great boon to the village.

The year, as elsewhere in North India, is divided into four principal seasons: Spring, Summer, the Rains and the Winter. The sky is clear in all seasons except the rains, and the stars can be studied with great ease. In winter mists and frost are used. The Himalayas are quite close and can be seen during the rains from the basic schools.

The following items in the syllabus have been correlated with the physical environment which forms a constant companion to the children.

Mother-Tongue:

Self-expression and vocabulary—The children can describe orally and write in their note-books descriptions of the physical phenomena and the happening in their natural environment.

Stories—Stories of the life of animals, birds, crops, plants and trees in the environment are told to the children and related by them.

General Science—The children have learnt from practical experience what birds are their friends, because they destroy harmful insects. They have also learnt the value of big shady trees; the influence of the different seasons on crop life etc.

SOCIAL ENVIRONMENT AS A CENTRE OF CORRELATION

The following items in the social environment of the child must be studied in order to bring out the edu-

tional possibilities; food, clothing, housing, professions and industries, water-supply, markets and bazaars, places of worship; fairs and festivals, means of communications, entertainments, public utility services.

Food—This is a very poor area with only a small proportion of rich or middle classes. Most of the children come to school without a meal in the morning.

The children in basic schools are taught to study the different kinds of food prepared and used in their homes and describe them in the school during the language period. The teachers prepare systematic notes on the basis of these conversations.

Clothing—The children are being trained to study the following items in the clothing in their homes and the village. Where does the cloth used in their family come from? Why not from the Khadi-Bhandar? What is the annual expenditure of a family on cloth? What kind of cloth is suitable for which season? What are the best and most economic means of preserving and cleaning cloth?

Housing—The houses in this area are mostly made of bamboos with thatched roofs without any windows. There is no systematic arrangement of the interiors nor any planning in their layout. The prevailing winds are eastern or western and thus most of the houses catch fire and are burnt down every year during the hot weather; yet the people do not try to save themselves from this calamity by building the huts from north to south. The teachers in basic schools are trying to make the children conscious of these defects in the housing in their environment.

Village-crafts, professions and industries—The preparation of necessary craft-equipment, school equipment and school buildings have given an impetus to many dying village industries. The school children also often lend a helping hand to their parents in their work after school hours.

Markets and Bazaars—Though this is one of the most productive areas in Bihar, the population is mostly poor. The poor people have to buy their food, clothing and other necessities of life from the bazaars. There are a number of bazaars and markets in the area. The children are being trained in the schools to do their marketing consciously and intelligently; to study the articles sold in the bazaars, where they come from, whether they are foreign or Indian, the sanitary arrangements and the arrangements for drinking water etc., in these bazaars. A few important melas are also held in this area and children are being trained to study these melas on the same lines.

Festivals and Entertainments—Though the area is one of the poorest and most backward in Bihar it is quite rich in entertainments and festivals. Different festivals are celebrated in different seasons and music forms an important feature in these. Unfortunately many evils have also crept into these festivals.

The children are being trained to study these festivals and entertainments from the new angle of the objectives of basic education: how often in the year and on what occasions are these festivals celebrated? What was their purpose and how far have these festivals strayed from their original objectives? What are the food, clothing and objects of entertainments used in connection with these festivals? What proportion of these is foreign and what Indian? The children are also being trained to persuade their parents to use as far as possible only swadeshi articles for these festivals.

Means of Communication—The area was until recently an area of Indigo plantations. These plantations were responsible for the economic exploitation of the people, but they performed one service to the area by providing it with a number of good roads. Communication is, therefore, easy except during the rains. The roads have been gradually deteriorating since the

departure of the planters. The children of basic schools are slowly taking up the work of maintaining the roads in good condition. They sweep the lanes near their homes and schools systematically and clean the roads once every week. They have also prepared soaking pits for the drainage of water.

Social Service—The children, with their teachers, have begun to take an active part in the prevention and cure of infectious diseases. They also organise entertainments for the villagers. They collect specimens of village arts and industries for the school museum. They are also taking their full share in removing superstitions and fears from the minds of the villagers and in bringing within their reach general information and news from distant lands.

Correlation—The social environment is a practical training ground for the children. They can be given practical training in citizenship from their very childhood through programmes of social service. In connection with these programmes they have to carry on propaganda, talk to people, persuade them away from their prejudices and superstitions. This leads to practical knowledge in mother-tongue, arithmetic and general science. A few examples will make this clear.

Mother-tongue:

Self-expression and Vocabulary—The children carry on conversation about the different parts of their body, food, clothing and incidents from their daily life and village life.

Stories—The children are told stories about fairs, festivals, places of pilgrimage, historical places, their home, school and village life, public utility services, rural health, hygiene and sanitation, local crafts. They can themselves reproduce and dramatise these stories.

General Science—The teachers try to explain to the children unhealthy influences in their social environment

and daily life.

Drawing—The children have learnt scale-drawing and map-drawing in connection with their syllabus in geography.

REVIEW OF THE SYLLABUS IN THE LIGHT OF EXPERIENCE

Spinning—All that we can say on the basis of the last two years of work is that the processes prescribed in the syllabus are suitable for children and rich in educational possibilities. There appears to be no necessity for any changes in the syllabus of spinning.

Gardening—The syllabus of gardening is suitable for children and rich in educational possibilities.

Mother-tongue—We have had no difficulty in teaching the different items in the syllabus by the method of correlation except the stories of primitive man and ancient times. We have not been able to correlate their stories naturally with any one of the three centres of correlation. It is suggested that stories about how to save oneself from natural defects and calamities may be included in the syllabus.

Arithmetic—The syllabus of arithmetic has been easily covered, but local tables of weight and measurement have been taught in some basic schools in addition to standard weights and measurements prescribed in the syllabus. We strongly recommend that the children in our basic schools be taught the Indian methods of calculation and local weights and measurement if they are to be of any use to their parents as a result of their school education.

General Science—The scientific aspects of the basic craft of spinning have not been sufficiently developed in the syllabus. We suggest, therefore, the following additions to the syllabus of general science for the guidance of teachers:

Mechanical problems in connection with spinning and allied processes:—

Ginning—What is the difference between a hand-gin and the rod and plank for ginning? Why should a hand-gin be oiled? Why should cotton be dried before ginning? Why are the fibres so closely attached around the seed etc., etc.?

Opening and Preparation of Cotton for Spinning—Why is it necessary to prepare the cotton for spinning? Why should dirt and waste material be removed from cotton by turn? Why is it necessary to make the fibres parallel? Why should cotton, when prepared, be carded immediately etc.?

Carding—Why are the spring, the bow and the mat necessary for carding? Why is it necessary to raise the mat slightly on one side? Why should not the striker strike the gut horizontally? Why should we not card before cleaning the gut of all cotton attached to it? Why does the gut get spoilt so often during the rains? Why is it necessary to put the juice of grass on the gut before carding? Why is the cotton lifted only with the front portion of the gut? Why is the carding bow balanced etc., etc.?

Preparation of Slivers—Why can the slivers not be prepared by hand instead of by rod and plank? Why is the plank slanting? Why are the slivers of a fixed length and weight? Should we use our thumb at one end or not? Why is it necessary to store the slivers carefully? Why are the circumference of the rod and the dimensions of the plank fixed etc.?

Spinning on the Takli—Why is it necessary to use a piece of cardboard under the Takli? Why is the rod of the Takli black? What is the necessity of the point of the Takli? Why does too much yarn or loosely wound yarn affect the speed? Why does the end of the rod if ground affect the speed? Why should the yarn

be wound like a cone? What is the necessity of using ash? Why is the yarn wound crosswise on the winder? Why is it necessary to moisten the yarn with wet cloth, etc., etc.?

Spinning on the Bihar Charkha—Why is it necessary to use resin for the string of the charkha? Why is the winder of the Bihar charkha three feet long? What are the defects in uneven or weak yarn, etc., etc.?

Social Studies—The children have easily covered the section on practical civic training in the syllabus of social studies in connection with their craft work. The children also study the different aspects of their social environment and can prepare short simple reports of their observations.

The area of experiment is an old historical area, where great historical personages like Gautama Buddha, Mahavir, Ashoka, Sanghamitra, King Janaka and Chanakya have devoted their life and time to the service of man. This area is, therefore, rich in historical monuments. The children are taken on historical trips on holidays and the teachers utilise these occasions for adding to their knowledge in Social Studies. This was also an area of Indigo plantations and some old planters' bunglows are scattered in the area. These also provide occasions for additions to the syllabus of Social Studies.

This area is near the tarai of the Himalayas and many hill tribes like Tibetans and Nepalese, therefore, come down from the Himalayas to the plains during the cold weather. The children's natural curiosity about these foreign visitors has been utilised by the teachers for enriching their syllabus of social studies.

Two additions have been made to the prescribed syllabus of social studies in close correlation with the social environment and one—some historical facts arising out of the historical monuments in the compact area and second—an elementary syllabus of geography for grade II as a preliminary preparation for the study

of geography in grade III.

Music and Physical Training—The boys in basic schools sing the following types of song—(i) Songs about their craftwork; (ii) its importance; (iii) action songs; (iv) national songs; (v) songs of social service; (vi) nature songs; (vii) songs about morality and conduct; (viii) folk-songs and (ix) hymns. Boys are trained to sing these songs together.

This area still retains memories of old folk-dances. The teachers are trying their best to revive old folk-songs and folk-dances to be included in the educational programme of basic schools.

The children play the different rural games in schools which require minimum space and equipment. Each school also provides a play corner with a swing, a slide etc. These are very popular with all children both big and small. These games are of great educational value, for they not only help the natural development of children both physical and mental, but they also provide the teacher with ample opportunities of studying the children's minds. The children express themselves most naturally in play.

The best time for correlation—No definite arguments can be offered either for or against the question, whether the knowledge to be given or information to be imparted should be given during the actual craft process or afterwards. Many craft processes have to be taught immediately to the children and most of the children are found to commit mistakes unless properly taught. The attention of the entire class has to be drawn to these mistakes in the case of these processes. In other cases, however, the work of the entire class should not be interrupted, but the particular child who commits a mistake should be corrected and helped. This is as regards the actual craft processes. The other subjects should be correlated after and not during the craft period. This does not mean that the children's attention should be

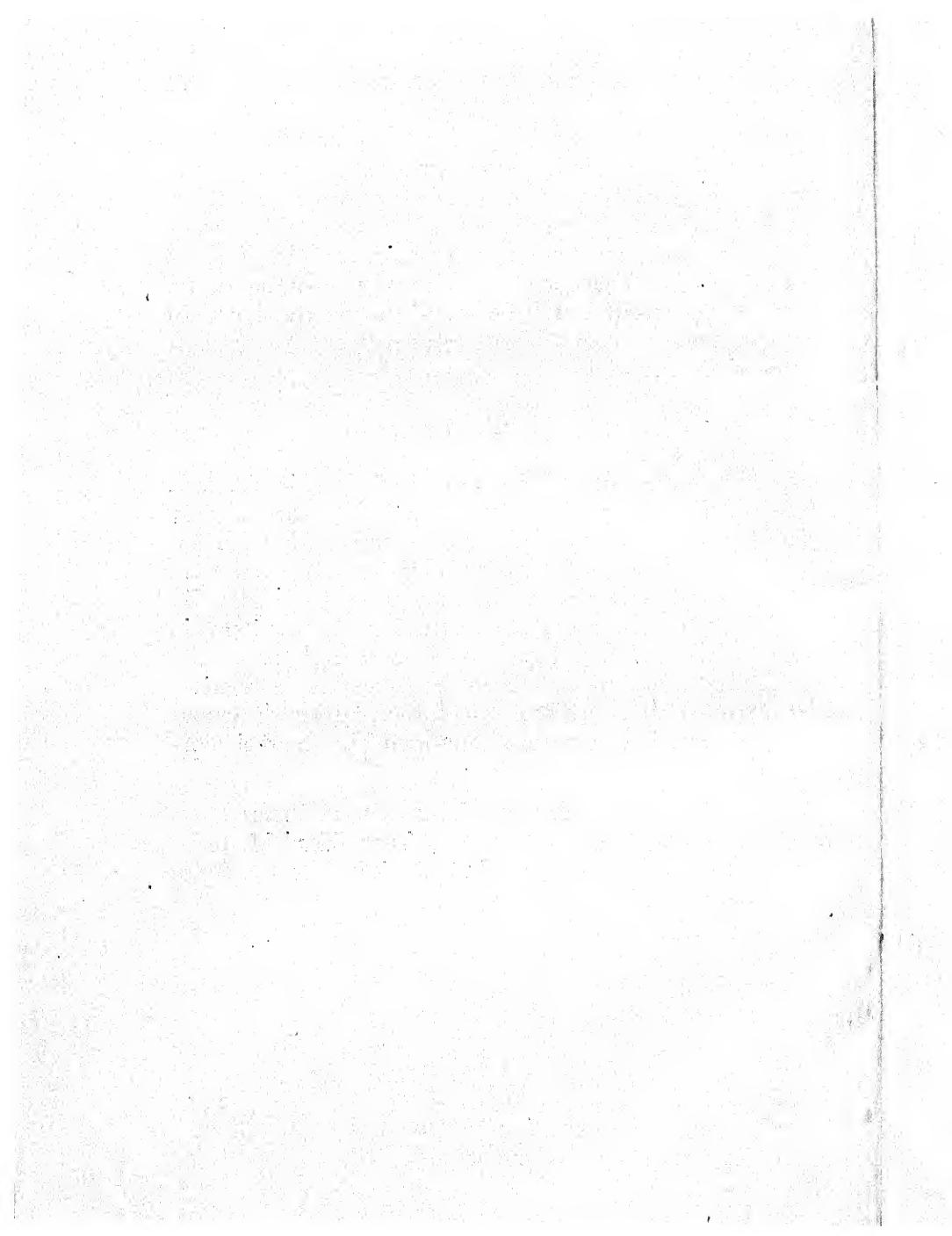
transferred from the craft process to the subjects as such. The actual craft work and the knowledge and information to be given in connection with the process should be so inter-related that one is complementary to the other.

The question of time does not arise at all in the case of correlation with social or physical environments, for ample opportunities will be found during the course of observation of these two environments to give the correlated information.

Conclusion

The experience of last two years' work in the basic schools in Bihar points to the conclusion that a very large part of the syllabus can be correlated with the different processes of the basic craft, and the rest with the physical and social environments of the child. We have not felt the necessity of teaching the few items in the syllabus, which have not been correlated so far naturally with any of the three centres of correlation. It is possible that we discover in future, during the course of our experiment natural opportunities for their correlation.

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PART IV

TECHNIQUE OF CORRELATED TEACHING

Correlation—its historical perspective and present setting—*Abdul Ghaffoor.*

Method of Correlation—*Uttamsingh Tomar.*

Our work in Correlation—*Gopalrao Kulkarni.*

CORRELATION—ITS HISTORICAL PERSPECTIVE AND PRESENT SETTING

In the words of Goethe, "Although the world in general advances, the youth must always start from the beginning and an individual, traverse the epochs of the world's culture." It is this historic and psychological statement of experience which the new theory of correlation advances in contrast with the logical, ready-made statement of experience according to the school subjects of study. The teacher is concerned not with the subject-matter as such, but with the subject-matter as a related factor in a total and growing experience. The aim is to make the child live through those experiences of humanity which have been formalised and labelled under different subjects of studies so that instead of standing in cold indifference apart from Life, they become vitally dynamic factor in the organic growth of a well-integrated experience. In other words the new theory amounts to a personal adventure of the child along those tortuous and uncertain paths on which man has traced out through ages the glimmer of truth; it is the realisation of the principle of individual freedom in the field of educational method.

The principle of correlation found its socio-philosophic basis in the culture epoch theory of Ziller; the idea had been foreshadowed by a large number of thinkers and educators among whom we find such names as those of Goethe and Kant. Ziller's theory of Concentration of studies was worked out in detail in the land of its origin by Mr. Rein for the Volk Schule and by Dr. Stoy and Dr. Frick for the Gymnasium. The instruction imparted in the Unified Labour School of

the U. S. S. R. was essentially based on the fundamental doctrine that labour is the centre of all educational activities. The scheme of studies was based on quite a rich variety of correlations in the form of Complexes or synthetic themes. Divisions into separate subjects were abolished and all science and humanities were distributed into three columns with Labour in the centre and Society and Nature on either side.

The history of the Russian experiment is a fair warning to those over-zealous politicoes who like to rush through educational schemes and when they come to grief, relapse with a vengeance into old world methods. Immediately after the introduction of the correlated programmes in 1923, it was felt that some subjects should be freed from an artificial and arbitrary connection with the complex theme. And gradually when the first flush of enthusiasm was spent and the influence of great personalities no longer remained the formative factor in shaping the destiny of the Russian people, by the Decree of 1931 the Complex method was discarded in favour of the school subject system. Perhaps it was the same old mistake of building up the educational superstructure on the treacherous ground of party objectives. The organisation of the school curriculum under the Federal Republic in Austria immediately after the great War and the formulation of the syllabus in the Munich School under Kerschensteiner are also essentially based on the principle of correlated teaching.

In America we find considerable interest in the problem of correlation since last century, and through the efforts of the Herbart Club and Dr. McMurry a beginning was made to adapt the Ziller principles of correlation to American conditions. The Reports of the Committee of Ten on elementary education and the Committee of Fifteen on secondary education in the nineties of the last century indicated how the rational articulation of studies had by that time become a press-

ing problem. As we approach the beginning of the present century we hear of De Garmo's Scheme with an economic core, the McMurry Scheme with the core of humanistic studies and the Scheme of Colonel Parker with a core of scientific studies. Their parallelism to the three central cores of the Basic Scheme is remarkable.

Since then two great names have been associated with it in America, not men but forces in the educational world, men who represent living movements in educational thought and practice and whose influence has passed beyond America. John Dewey, the thinker and Colonel Parker, the school master; they have worked out schemes of correlated studies on an independent basis in their experimental schools at Chicago.

THE CENTRAL CORE

The psychological basis of the New Theory compared with the old.

It is remarkable to note how the fundamental basis of correlation and methods of working out the scheme change with the changing socio-economic and political environment. According to the Herbartians, the entire syllabus is to be co-ordinated with history as the core subject and evidently they were indirectly influenced by the lectures and the philosophy of Fichte whose diligent pupil Herbart had been at Jena; the aim of German education according to the Emperor being to train young Germans and not Greeks or Romans. The labour core of the Russian School, the Geography core of the Parker School and the Craft core of our own scheme indicate the close correlation between Educational Plans and environmental influences.

What is of more importance is the fact that the psychological basis of all these schemes was that con-

ception of human mind which is known by the name of Herbartian psychology. According to Herbart the soul contained nothing but ideas. Feelings and emotions arise out of relation of ideas. He lays emphasis on the ideational basis of our interests, desires and motives. According to this view if we could complete the circle of thought or equip the child with proper ideas, through study and observation, these are certain to transform themselves into the moral basis of his personality and issue forth in the formation of will. Accordingly the Herbartian scheme could not create a change in the school room method and the teacher who had been engaged in disciplining the faculties through memoritor work now started filling the child mind with ideas. Although the new theoretical basis of the curriculum laid emphasis on presenting the child with the various facets of truth, yet truth even here was to be arrived at through the difficult ways of the logical order. The entire process of obtaining knowledge was divorced from action.

But the new schemes of correlated studies gave altogether a fresh orientation to the foundational basis; they rest on a new sociological and psychological footing. Modern psychology has brought into the foreground the significant relation of knowledge and action; the conception of mind has also broadened and deepened to include dynamic factors besides ideas, at least as far as the early stages of human life is concerned. The principle of the new school is Activity, both physical and intellectual, and not a passive imbibing of ideas which would transform themselves mysteriously into volitional acts.

ACCORDING TO DEWEY

"Thinking does not occur for its own sake, nor end in itself. It arises from the need of meeting some difficulty, in reflecting upon the best way of overcom-

ing it, and thus leads to planning, to projecting mentally the result to be reached, and deciding upon the steps necessary and their serial order. This concrete logic of action long precedes the logic of pure speculation or abstract investigation and through the mental habits that it forms, is the best preparation for the latter."

Here we discover the vision of a new attitude towards mind and process of its development; we can trace its reflection in the more recent schemes of correlated studies. While with the Herbartians the problem was to rationalise knowledge, here the main aim of the teacher was to psychologise it.

The scheme of Basic Education and the correlation plan implied by it is essentially based on this very conception of mind and educational method. It has the saving grace of balance and flexibility. It does not exaggerate correlation into that ludicrous situation where an American enthusiast desired to base the entire co-ordination plan on the highly treacherous resting point—the short end of an egg for example. It has not made it so vague and shady as to degenerate into an instrument of pedagogic display and superficial interest in the hands of a self-complacent teacher.

In my opinion, the correlation aspect of the scheme of Basic Education will be the most valuable contribution to the solution of curriculum problems in this country. It will not only help to bridge over the gulf between school and society. It will have a wholesome influence on the orthodox organisation of the school curriculum which confines knowledge and experience in water-tight compartments where they stagnate and putrefy in the closed and stuffy cess pools of academic and formal teaching. It will replace analysis by synthesis, competition by co-operation. If we could evolve a technique of correlated teaching, something which could be safely entrusted in the hands of the pro-

verbial teacher—and it is really essential that some such scheme, ready-made and patented, should be provided for this poor and forlorn scout of the Educational Sahara, otherwise he would be lost in its wide expanses;—if we could somehow or other evolve a technique of correlated teaching, it would be welcomed by the teacher in the orthodox school. He will welcome it not because it is a departure on creative lines (I am afraid, his weakness does not lie in that direction) but rather because he is being threatened by a danger from another quarter. In fact, it is the case of the python writhing under the crushing deadweight of its own growth. The teacher who had pigeon-holed knowledge into logical units, selected and arranged according to the demands of teaching and his own convenience, is being virtually inundated by a whole host of subjects making insistent demand to be included in the syllabus on political, social, economic and every ground in the Universe except the educative one.

— There is a general consensus of opinion that the school student of today lacks that perfection of technique, of accuracy of knowledge, which was the distinctive feature of his predecessor a generation or two back. The essentially humanistic basis and the moral and intellectual discipline of the old "Maktab" and "tols" is lacking in our classical-cum-modernistic-cum-scientific curriculum. The educational system seems to be failing and failing to achieve those high flown, long winded aims flaunted by the faddist, those intellectual, nay I would say, informational values so prized by the teacher of the old school. Where one subject tumbles unceremoniously after another, there is no place for anything except a nodding acquaintance with odds and ends of learning. The school is failing to maintain efficiently that very process of pump-reservoir relation on the informational basis, so dear to the heart of every teacher of the old school. In fact if our objec-

tive is the intellectual and social development of the child, we shall have to restrict the number of subjects and the teaching material in each of them to a very great extent or replace them by a scheme of correlated study.

Advantages of correlation according to Herbartian.

Then, to recount in brief the blessings of correlation according to the Herbartian method so revered by the old school-master and his training college pontiffs:—

(1) Co-ordination in studies will create a unity and consistency in our mental life. We may think of the self or ego as a constantly growing, developing 'somewhat' whose true unity or individuality depends on the unity that exists in its knowledge and experience in general.

(2) The pupil becomes conscious of other useful interests and correlations among the various subjects and his interest, if aroused in one branch of learning, can be transmitted through the chain-link of correlation to another branch.

(3) A unity in our volitional acts can be brought about by unifying experience and knowledge is separated into isolated tracts—it can have little cumulative effect upon the motives of the child.

Danger of hasty judgment and easy conclusions.

The significance of correlated teaching having been made abundantly clear both from old and new, we must devote attention to the process of experimentation and verification by which we should be able to evolve such a scheme of correlated studies. The education, like the biological process cannot be forced out of pace. Overhasty judgments and false conclusions will only lead us astray. Teachers and the State often fall into the treacherous snare of encouraging immediate results,

and I am afraid this scheme had to face the same difficulties in one Province at least.

In fact the educative process is a creative phenomena of the highest order; it demands all the qualities of a great art and like any other art, it is governed by the laws of its inner nature and the limitations inherent in the medium of its choice. The art of education has a noble canvas to work upon, but like every canvas, it has a frame of its own, the laws of psychological and moral development of the child. There is all the more need to advance with circumspection and suspended judgment when we have to build anew after blasting the debris of age-long traditions.

Time and labour spent on the problem in other countries.

The problem of evolving a correlated syllabus has demanded much more time and concerted action in other countries and it is preposterous to imagine that the Basic Schools could hatch out a brand new programme in the course of a year or two. Dr. Frick, who worked out co-ordination of studies for the German Gymnasium, had to continue his labour with one hundred associates for eight long years before he could present his country with an organic course of study—the problems rising out of rational articulation were so difficult and intricate. When the Leitsatze or the Reform Division of the Education Ministry established immediately after the war in Austria, set about a programme of reorganising the curriculum under the clear-headed guidance of Herr Glockel, they had to pass through a seven years, long course of trial and error before they could discover and finally determine those centres of interest which corresponded with the needs and the intellectual development of children belonging to various age groups.

According to the decisions of the Poona Con-

ference, it is possible and educationally useful to teach through the correlated technique; but they recommended that 'correlation should not be unnecessarily forced and teaching should be correlated not only to the basic craft but also to the child's physical and social environment, which offer equally rich possibilities for this purpose, and enrich the children's basic knowledge profitably.'

The problem of working out in detail the links and counter-links of the basic craft and other subjects is naturally a process involving a considerable amount of experimentation and practical research over a number of years, and it calls not only for teachers with an awakened interest in their work but also for expert advice and guidance. Above all it needs a co-ordination of activities between the various workers who are carrying on research work on the same problem in different parts of the country. An ill co-ordinated effort would certainly result in an ill co-ordinated scheme. The real cause of the failure in America of the correlation scheme of the Committee of Ten, was that they did not appreciate the practical importance of a closer co-operation on the subject. Such a concerted effort is needed not only for the shaping out of a correlated scheme for the various crafts, but also for the determination of those centres of interests which would supplement the scheme in supplying those experiences of life which are not effectively covered by the scheme.

There is a great need to prescribe special record books or teachers' diaries for each subject of the curriculum. In the ordinary course, these are merely a check and control on the work of the teacher, but in our case they may become creative factors in the art and process of teaching. They are specially important when we are passing through a period of experimentation and trial and error. They would contain as a matter of course, the scheme of studies essentially based

on the knowledge to be imparted, knowledge as conceived and systematised according to the adult mind. But the more valuable portion of the diary would be the record of the actual work as based on experience rather than knowledge, the description of those uncertain and empirical stages by which the new experience is being made amenable to the child. If we could keep an exact account, a phono-kinematic record, of the actual process of teaching, we might obtain considerable insight into the child mind and into those thought-processes which are guided by concrete and immediate rather than by abstract and far-off-things. Such a device is not quite unknown in the educational world and the stenographer has proved a very useful instrument of research for the Central Research Laboratory of Education in the U.S.S.R. Such an investigation into the hidden and unknown secrets of the child mind may perhaps one day enable us to place the Project, the Decroly or our own method on a sounder basis. It is a satisfaction to learn that some interesting experiments on these lines are being conducted at some of the Basic Schools. But I am afraid we have still much lost ground to recover. There is a suspicion that theory is outstripping practice in the field of education and the teacher is lagging behind his intellectual task-master the theorist. Here as elsewhere 'New Education has inspired so large a number of educational writers and so small a percentage of educational workers.' I wish we could discover some vital stimulant for teachers so that they may be aroused into active co-operation—co-sharers in the noble adventure of educational research and discovery. They should be encouraged to re-discover the confidence and faith of the old Guru and to realise the basic significance of their contribution to the solution of education problems. This reminds me of the suggestion of a Director to the teacher of a Basic school to prepare a tentative programme of his day-to-day work for the

year "A tentative programme." He remarked in surprise, "No tentative plan for me. I will give you the facts." I wish we could have more teachers who would give us the facts because they are the only sound basis of an efficient scheme of education.

A system of stock taking is inevitable wherever such methods have been introduced. Under the complex programme of the Russian system, in every class two or three themes of a wide scope and generally of a sociological nature were provided in the syllabus for each subject. Later the theoretical subject-matter assimilated in each subject through the media of these themes was considered and systematised. Finally conclusions and suggestions regarding the main theme were worked out and a general collective report was made. The completion of such a report was made on the occasion of some special school celebration. In the Austrian school the teacher was expected to submit a report of his weekly work as described in his class book which was seen and signed by his director. The Review charts prepared by the children under the Decroly Method and also the observation and association books serve the same purpose to some extent.

Both the Poona Conference and the Advisory Board of Education realised the necessity of correlating knowledge not only with the basic craft but also with the environment. Some such necessity has been clearly realised by some of the experimental schools already—the Sevagram school has made a bold and healthy departure in basing the curriculum on four fundamental needs of the child, in the rural environment, water, food, work and play. They have a startling similarity with the evaluating principles of Herbert Spencer or the fundamental needs of the child according to Decroly. In the Decroly plan the fundamental needs are (1) food, (2) protection from the elements—shelter and clothing; thirdly defence against enemies and dangers and fourth-

ly work—the need for activity and solidarity.

The craft can touch upon only two of these needs at the most and it will be necessary to supplement it with other centres of interests during the course of the year. The plan of having a multiple-centred plan in the lower grades and single-centred scheme in the higher classes would be suitable to the psychological needs of children belonging to different grades. These centres of interest should be selected after taking into consideration the special needs of the child in that particular environment—for example the problem of water supply would gather more importance in places suffering from a contaminated water supply or annual droughts, while in more plentifully blessed areas, it may be taken in stride with other interests. Then also we should pay attention to the need of the child—the changes of seasons and the consequent variations in the physical environment, the interest of the children and their language development. The time-table should allow half a day free every week for school walks, and half a dozen excursions during the school year. Although the evolution of the programme of a centre of interest would be a process of organic growth for the individual teacher, yet it is important that some form of tentative details should be worked out for him, something which may perform the function of a stimulant for the awakened and a model for the less energetic.

In the end, I would like to affirm once more that the correlation aspect of the scheme has a particular significance not only for basic schools but also for the schools of the old type. Correlation demands that quality of mental action shall take the place of quantity. The pre-eminent virtue of correlation is the economy of mental power, the path to freedom by the shortest line of resistance. It proposes that the action of the mind shall be concentrated from first to last upon intrinsic educative thought; that all modes of expres-

sion and attention shall be auxiliaries and acquired as auxiliaries. It means that during the habit-forming and the curiosity-seeking period of life the child shall be led directly to the sources of truth and shall lay sure foundations for all future growth. It means the early establishment of the habits of self-effort, attention and observation. It means the habit of using and applying that which is acquired. It means the cultivation of judgment and the power to generalise; the establishment of true conduct between life and school. In fact the theory of concentration aims at complete individual freedom through personal effort. Colonel Parker, the great school-master who fought for four years to save the greatest democracy in the world from the evils of internal disruption, presented his theory of correlation to the American teachers in the following words: "In a democracy only, can the theory of personal freedom be translated into action; the doctrine of personal freedom and concentration (correlation) are one and the same. With a profound belief in God and man and in democracy as the path to universal freedom, I present this theory of concentration to you, my fellow teachers, as a suggestion of the truth."

The same words can be said with equal force about the correlation principle implied by the Basic Scheme of Education.

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BASIC METHOD OF CORRELATION

It was more than two years ago—very nearly three—that Basic Education came into practice. Training Colleges and Schools have trained teachers, and children in Basic-Classes have received Basic Education. But the method—the much-talked-of method—the much-discussed method of correlation is still a subject of passionate discussion. Some say it is understandable, others say it is a nightmare. They say they understand Basic Education, understand its aims and objectives, understand the expression “Education through productive work” or “Education through craft” but cannot understand what the method of correlation is. I do not wonder.

Understanding the idea “Education through productive work” is one thing and trying to put that idea into practice is another. Those who have either to train teachers or to apply the method in educating a class of thirty children find themselves in the middle of a stream with no bank in sight. They it is who must grasp the idea well enough to bring into practice. It is a difficult method, but certainly not an impossible one. It can be understood and followed, but not by mere discussions; for understanding it must be worked with patience and conviction.

“Correlation” is not new to education, and the fact that it is not new stands as a barrier between the new method and the average teacher’s understanding. Correlation has a certain well-rooted connotation for the teacher and howsoever much he may endeavour to understand it in its new light, the old meaning does influence his thought and complicate matters. How I

wish some other name had been given to this Basic Method.

Correlation in the old sense meant association more than anything else especially in the primary stage, and it was used in the introduction of a topic or lesson, e.g., a lesson on a cow was taught either with the help of a cow (though very rarely), or with its model, or picture. At times even a lesson was made an occasion for teaching something similar to or contrasting with the actual subject matter of lesson. A topic of one subject was, at times, taught to make clear a topic of another subject.

Some, who think of the basic method as something quite new, think that correlation in the old sense will not be used in Basic Education at all. They think so and yet initiate a talk on Cotton, Yarn or Khadi simply because there is a Takli in the hand of the teacher and call this correlation in the Basic sense. This is nothing short of self-deception. Correlation in its old meaning cannot and will not be altogether discarded and avoided in Basic Education, or for matter of that, in any education.

“What is this new correlation”? is a question generally asked. The usual answer given to such a query is “It is correlation with craft material, craft processes, craft work, natural environment and social environment of the child.” This is true but not sufficient. A teacher is not satisfied with such general statements. Even a few examples such as “counting should be taught while children are winding yarn round the winder” and “arithmetic tables should be taught while the craft material is being distributed by twos and fives”, do not help us much to understand the method which is to be applied in teaching a class of thirty children, in teaching a variety of subjects under a variety of circumstances, day by day, hour by hour, minute by minute.

Teaching is an art; but with educational psychology so advanced it is also a science. No method

of teaching can be adequate unless it is psychologically sound and scientific. Any sound and scientific method must have a principle behind it. The teacher seeks such a scientific understanding about the new method, and the real meaning of correlation will be understood only by trying to give such an explanation.

Ordinary correlation always implies something to correlate and another thing to correlate it with. In Basic Education also correlation implies that there is something to correlate and another thing that makes the correlation necessary. In Basic Education this second factor is commonly termed "occasion". The relation between an occasion and that which is correlated in Basic Education may not appear different from that which exists in ordinary correlation. But different it is. The difference is more of degree than of form. In Basic Education this relation is very close and intimate. It is bound by the tie of unavoidable necessity. A child sees a Cow. It is not necessary that he should be told about a Cow. Under the ordinary conception such correlation may be right but it is certainly not so in the Basic sense. If a child is feeding a cow or doing some service to a cow or even beating her, it becomes necessary to tell the child something more about the cow than he already knows in order that the child be further educated. Many a teacher of Basic Education who thinks that anything seen by the child in connection with craft, natural environment and social environment to be a natural occasion for imparting education, is not only not right but is confusing matters and creating unnecessary and unreasonable troubles for himself. Uncontrolled correlation in education is neither possible nor desirable. Correlation will be controlled by the naturalness of the occasion and this principle of close and intimate relationship should help the teacher to judge which is the natural occasion. The naturalness of the occasion lies not with what is seen or what is happening but with

its psychological relationship with the child who is to be educated. Only that occasion is natural which stimulates the child's thought, intellect or interest. It must produce a stir, must activate a faculty of the child.

Many will say that this is nothing new for educational psychology. Quite true. It is not. Then, if it is not new, why does it appear to be so? Because it existed only in theory, and now when the teacher actually has to bring it into practice it comes to him as a revelation. All educational psychology and principles are meant for education in the true sense of the word. In practice education has today come to mean more or less subject knowledge, formal and imposed. We are all influenced more by what we do than by what we know. It is the gulf between practice and theory which has made this difference. Basic Education is nothing but education—pure and simple—education of the whole personality—education in the real sense of the word.

There are principles of education based on child psychology. There are general methods and there are special methods in education. But it is doubtful if there can be one method suitable for all ages, all topics, all occasions and all teachers. Method chiefly lies in the approach made in the introduction of the subject and in the manner of its presentation. Each teacher has his own way of doing things—a way which is much influenced by his ability as a teacher, his views and his knowledge, and chiefly by the aim of the education he strives to impart.

Basic Education aims at producing a certain definite good effect on the child, an effect which is chiefly dependent on the work that a child does; it depends more on the life he lives and the method and manner in which he is guided to work in a scientific and correct way and to live his life in a healthy cheerful way than on what he is taught or made to learn without actually

having experienced it. One who has imbibed this spirit of education and who educates to produce this good effect would surely use no other than the correlation method. The natural method would flow from him as water from a spring.

There are two distinct differences between ordinary and Basic correlation. In ordinary correlation a topic is taught or explained to make clear another topic which is the main subject of teaching. But in Basic correlation, when it is necessary to explain one thing without which it is not possible to understand another topic, both topics assume equal importance. Examples will make this clear. A teacher is teaching the geography of the polar region and tells the students that even the sea is covered with a layer of ice. In order to explain why the water below does not freeze he explains the properties of water. The geographical factor is the only important factor for him because he is teaching geography, and the important properties of water about which he tells them are only explained to help a better understanding of the geography of the polar region he is teaching. For a basic teacher, however, both the geographical fact and the properties of water would assume equal importance. Another example: A child spins. The yarn continually breaks. The hot weather is the factor. While explaining this the Basic teacher does not consider spinning the only thing of importance, but he attaches equal importance to the knowledge of weather conditions, and teaches both as closely and intimately related to each other.

The other difference is very vital and contains the real meaning of Basic correlation. Correlation in the Basic sense means "action and work". This new meaning is perhaps more appropriately contained in the expression "learning by doing" than by "Correlation", which unfortunately has acquired a conventional meaning. Even "learning by doing" which has a particular

meaning to a teacher does not explain the whole thing completely. It is in fact learning by striving to learn better methods and ways of doing things and perfecting it by practice.

A few examples will help to make this idea clear. Preparation of soil for vegetable gardening should not be taught in the class room; the soil should be actually prepared by the learner. In preparing the soil he will learn many things and the teacher's guidance should enrich his knowledge and use it in achieving better results. If the soil is prepared only as a demonstration, or only once, the education which the work is capable of giving will not be complete, because all the natural occasions the work offers will not be presented. The work should be done repeatedly as honourable, dignified and real work, with aptitude, skill and economy. It should be done in the same spirit in which an essay is written, in writing which the writer tries his best and the teacher gives directions intelligently.

A child can spin for a week and learn the names of the spinning apparatus and material or he can do so by spinning once a week. But that would not afford sufficient opportunities for education; that would not cover all the various occasions for the child to think and work and learn. That would not help him to spin efficiently and economically. Moreover, the child does not only learn to produce yarn. That is only the visible aspect of education—only a very minute part of education imparted to the child by spinning. He learns to be careful, he learns to do a thing systematically, he learns not to waste, he learns to apply his mind and body to a piece of work continuously for some time, he learns to keep his accounts, he learns the dignity of work, he learns the value of time and production, he learns to reason and he learns many other things of equal importance. But to achieve all this he must spin intelligently for years in different circumstances and under intelligent

guidance.

In order to gain the utmost advantage from the method of correlation, the programmes of work in connection with craft, class, school, society and nature will have to be chalked out and worked systematically, completely and thoroughly. It is not correlation of the Basic type if a lesson on Takli is given from the Takli. The child learns in a correlated way only that which he learns about the takli from his actual use of takli. The arithmetic he uses in calculating and maintaining his craft and other necessary accounts is the only arithmetic he learns in a correlated way; the language he hears, speaks and uses in expressing his thoughts is the only language he learns in a correlated way; the social programmes he carries out in co-operation with others are the only social studies he learns in a correlated way.

All this is very good; but many will ask "Is this practical?" and others will say "Then why the Basic Syllabus? Where is the need for it? and if it is there how can we reconcile this method with formal teaching? How can we reconcile it with class teaching?"

To a Basic teacher all these are real problems. But can we do without a syllabus? Unless all teachers are exceptionally good and gifted a syllabus is necessary. Even an exceptionally good teacher needs a syllabus whether he prescribes one himself or somebody else prescribes it for him is a different matter, but a syllabus he must have. The class system in education will always be there and it is to a very great extent necessary in the interest of education itself. Formal teaching at least of certain topics such as alphabets, reading, writing etc. can never or will be avoided.

These apparent problems are facts and facts which must be faced. They present difficulties for the Basic teacher; but neither the Basic method nor the basic syllabus is responsible for this. The trouble lies with the teacher himself who wants to teach everything in a

correlated way. He tries to find opportunities for immediate correlation, chiefly with craft, in every topic, every day, every minute of his class work. He seeks it even in practice lessons, with the result that he teaches arithmetic tables only when things are distributed by twos or threes, and waits for a similar occasion to repeat them. He teaches in connection with Takli and waits for its repetition until another word within it can be taught. He teaches about the cleanliness of the hair because the children are cleaning cotton. All this only shows that he has neither absorbed the spirit of Basic Education nor understood the significance of the new method properly. In trying to teach everything in a correlated way and in trying to seek immediate correlation for everything he makes both the subject he teaches and the method he employs unnatural.

The trouble arises from the fact that the teacher views the Basic Syllabus as he viewed other syllabus as something which has to be taught, has to be finished before the end of each session, and has to be memorised by the children. For example, if there are thirty stories for grade I, the teacher thinks that those thirty stories and no others have to be told to the children and the children must know them. To view the Basic syllabus in this way is to forget the aim of Basic Education by giving predominance to the syllabus. Education is pulled to its ordinary level of subject knowledge and memorising. So long as this is the teacher's outlook he will always find it difficult to use the method of correlation in the Basic sense. The approach to the Basic syllabus has to be fundamentally different.

The most important part of education is the aim. Syllabus and method are only two instruments in the hands of the teacher, with the proper understanding and use of which he can achieve this aim. In Basic Education the effect on the whole personality is more important than mere formal knowledge, and therefore it is

of primary importance that the teacher should understand the aims and objectives of each topic of the Basic syllabus and plan his work accordingly. If he does this he will see that education through work is most essential and correlation is more than possible.

For a good education of the Basic type activities and programmes must not be planned only on the basis of the prescribed syllabus. The syllabus is only a guide, and a good guide, but the child and his environment and circumstances are the important factors. The essence of Basic education lies in sincerity of work and thoroughness of education compatible with the capacities of the child and his environment. Properly interpreted, it is education of the concentric type with many natural programmes of work which are much more than mere projects. These programmes will differ in size, intensity, period and frequency of execution.

The Basic craft will continue for years, one full season will be the natural unit for the observation of weather conditions, the observation of the Sun's rays will be continued for one year, work in connection with the growth of potatoes will continue till the potatoes are ready for market, and so on. Similarly programmes in connection with the public will be planned and each teacher will have to decide how long they should last and how they should be conducted. The spirit and aim remaining the same, the application of the syllabus will differ, though slightly from school to school.

The question of formal teaching—formal teaching of reading, writing, arithmetic tables, etc. offer another problem. These are necessary and will have to be taught as such. Whether Lapeta is introduced in connection with "Lapeta or Ladaka" the recognition and writing, of Lapeta will have to be taught. Necessary practice will have to be given. The arithmetic tables may be taught while distributing the craft material. But there appears to be no reason why they should not be repeated as a

jolly exercise. By trying to correlate such things as reading and writing teachers give insufficient practice in the skills through their fear of uncorrelated teaching and writing. This is not desirable. Reading, writing etc. are as important for education as any work or activity. Therefore, work in this connection should also be well planned. Yes, the topics should be such as are within the active experience of the children. The Basic method does not lay any bar on the use of special methods of teaching certain skills where these are necessary. So far as concerns the formal teaching of necessary skills such as reading, writing, and some (to use the familiar terms) geographical and historical facts, it only emphasises a good occasion and an effective presentation.

"Will education be given while the children are doing the craft work or afterwards?" is another question commonly asked. By now we should know the answer to this question. Yet it is such a common question that it needs to be answered. Children receive education through their work while they do the craft work. And difficulty during the work should be solved individually. (Individual attention and teaching). Before the work commences a demonstration should be given, if necessary and things explained. The common difficulties experienced may be taken up, explained and written down after the conclusion of the work. Children should be given a chance to express their experience or feelings or ideas. Only those mathematical calculations which the children are required to do in connection with their work are correlated arithmetic. But other lessons may be taken if this is insufficient. Thus real correlation will lie with work and necessary knowledge calculations, mental exercises, etc., in connection with work. Real correlated teaching will be more or less individual. Class work will be correlated only in so far that necessary things are told and that what is

taught is based on common experience. Otherwise class work will be routine work, but more natural and more interesting because it is based on children's active experience.

This principle of well-planned programmes of work in connection with craft, nature, society, school and class and necessary formal education should make it clear to the teacher that it is wrong to look or work for immediate correlation of the association type, day after day, minute after minute. It should also clear another doubt that there is no system in Basic Education. On the contrary, we should now be convinced that there is more system in it and the teacher needs to prepare himself more thoroughly and completely. He has to plan his work yearly seasonwise, monthly, weekly and daily—each as a necessary and psychological item of some bigger unit.

Thus we see that correlation in Basic Education means much deeper relation than that implied by association. It means the relation which exists between work and the education received through doing that work. It does not admit of any division of subjects into separate compartments. All that requires to be done or told or learnt assume equal importance in this process. It demands a very careful, resourceful, care-free and well-trained teacher with the industry of a farmer, the mind of a scientist, the heart of a mother and the feelings of an artist.

UTTAMSINGH TOMAR
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OUR WORK IN CORRELATION

The method of correlation differs from institution to institution. This is both natural and desirable; natural, because the approach to correlation is influenced by various factors both subjective and objective, and desirable, because the scheme of Basic Education is still in the experimental stage and all methods of approach must be given a fair trial before we can arrive at any standardised results.

The physical and social environments of a Basic school, the attitude of the authority and the people towards the new experiment and the extent of the area of experiment are some important objective factors; while the quality and number of school children, the Basic craft selected, the economic condition of the school and the standard of efficiency of the staff are some subjective factors; but the most powerful subjective factor is the attitude and the outlook of the person who is in charge of the experiment.

During the first year of our experiment, the problem of correlation troubled us very much because we all believed that every item laid down in the syllabus by the Zakir Hussain Committee was to be taught only in correlation with the Basic craft. Many items in the syllabus of social studies and general science could not be easily correlated with our Basic craft—spinning. An effort to create correlation was found to be highly artificial and we had to give it up. But the Poona Conference made our path clear. The field of correlation was extended by the Conference and we were, thenceforward, free to correlate our academic subjects with the physical and social environments of the child, as well

as with the Basic craft. This opened a new field of action for us and we began to move in this new direction.

Before going into the details of our methods I would like to venture a few remarks regarding our approach to correlation. There is a way of thought which believes in the method of multilateral correlation. By multilateral I mean the method of taking a particular incident or item in the Basic craft or the physical or social environment of the child, and trying to correlate with it as many items of academic study as possible. A practical example will clear my meaning. Let us suppose that the children of the second grade are carding cotton for slivers. It is a wet day and the cat-gut constantly gives way. Here we get a problem in the working of the craft. A clever teacher takes advantage of the embarrassment of the children at the constant breaking of the cat-gut and their consequent eagerness to overcome the difficulty and leads the class into a discussion of the cause of the difficulty. And here he tries to cover as great a field of correlation as he possibly can. He may begin with the humidity of the air and lead the children to the four seasons of the year and their peculiar conditions. He may talk about the gut and come to the entrails of sheep. Hence he may proceed to the human alimentary canal and its working. From sheep he may lead on to useful domestic animals. The length of the gut, its cost, its durability, the speed of carding, etc., may give him a clue to different arithmetical operations, and he may create two or three good language lessons out of the discussions. As regards social studies, he may begin with the carders and their profession and may pass on to gut-makers and shepherds. He may thus cover the whole range of all the four subjects out of one single incident in carding.

This process I call the multilateral method. We tried this method for a few months and found that it

did not work very well. The reason was that there was an atmosphere of artificiality about the whole process, which was felt by students and teachers alike.

We then changed our approach and adopted the unilateral method. By unilateral I mean one-item-one-correlation method. This method presupposes a close study of the syllabus and a careful observation of the working of the craft as well as of the physical and social environments of the child. One single incident or circumstance is chosen from the working of the craft or the physical or social environments and one single item from the curriculum is correlated with it. The illustration in hand namely the breaking of the gut, may, by this method, be very conveniently correlated with only one important aspect, namely atmospheric humidity and its effects. There will be no efforts to cover a wide range. The teacher will stop at only one correlation and the children also will stop at that much new knowledge.

There is a third method of correlation too. This we shall call *collateral correlation*. When action and knowledge are simultaneous, the process is one of collateral correlation. For example, when children wind their yarn round the winder, they simultaneously count the rounds of yarn. Here we get a craft action, namely winding the yarn, and a correlated piece of knowledge, namely, counting—both happening simultaneously. Such collateral correlations are achieved by children themselves and do not require the agency of the teacher. In schools, whenever the teacher wants to utilise this method he has simply to create the necessary environments for correlation. The rest is done by the child himself.

These three methods of correlation have their own place in Basic education, but the teacher has to do most, in that of unilateral correlation.

The distinct advantage of the second method is

that it is less cumbrous and less artificial and the children never lose their interest in the subject taught. The field of correlation is as wide as the range of subjects. The general rule of correlation should be that the range of subjects covered by correlation should never transgress the range of the child's interest.

Correlation is an art based on a knowledge of child psychology and a keen power of observation. When the craft is being taught, or when the children are being taken on nature excursions, or when they are being taken round the village for social studies, or when they are out on a geographical tour, the teacher must keep his eyes open and note down every little incident or experience. Out of these notes and observations he must construct his plan of correlation. Sometimes even insignificant happenings give a clue to valuable correlation lessons e.g., a child suffering from scabies gives the teacher an excellent opportunity of giving a correlated lesson in hygiene; the arrival of a band of gypsies on the out-skirts of the village provides ample material for correlation in social studies, the day-to-day work in spinning and carding gives complete scope for correlation in Arithmetic, the laying out of the play-ground provides full scope for correlation in geometry; excursions with arrangements for self-cooking admit of a good opportunity for correlation in general science.

I shall relate a few instances from our own experience. A group of sadhus came to our village and encamped under a banyan tree. We took our children to visit their camp. The children observed the ways of the sadhus. We then initiated a discussion about sadhus and we gave the children the correlated lives of some of the prophets of the world. On another occasion, during an excursion to a hill, the children observed an ancient cave. We took up the clue and gave them an idea of the life of the cave-men. A cart-load of dates was brought into the village for sale and we cor-

related the incident with the story of the Arabs and Bedouins. It was very cold one morning and we talked about people in very cold countries. A child had a new woollen waist-coat and we talked about wool and Australia. We celebrated the birth-day of Shri Krishna and dramatised Krishna's student life and from this we gave the children a correlated account of Nalanda University. We sowed cotton seeds in our field and this gave us an opportunity for giving a series of correlated lessons in general science and geography. We received our Khadi from the weaver and we talked about different kinds of clothes. We asked the children to erect a shed for their carpentry work and we correlated the topic with different kinds of houses.

These illustrations will be sufficient to give us an idea about our method of work. But sometimes it so happens that certain items of the syllabus cannot be easily correlated with any natural occurrences. In such cases we have to create incidents or in other words, to set the stage. We may have to arrange special excursion to the neighbouring tank to give the children lessons in sources of water supply. We may have to take them out on special excursions to look for birds and observe their peculiarities. We have to ask children to gather feathers to enable them to study birds. We may have to ask children to go out on a campaign of village scavenging in order to give correlated lessons on village hygiene. We have to carry on elections and panchayats in the class to give them correlated knowledge about the government and state. We are thus often required to create situations that may give us clues for correlation. A striking example of such a "setting of the stage" was one in which we wanted to give a correlated lesson on the Olympic games. We actually arranged a sports-competition among the children and declared the name of the most successful competitor. From this competition, we gave them a

lesson on Olympic games.

The question now arises where we are to obtain our material for correlation. We have no text books and our syllabus is quite new. To collect the necessary material for correlation we have to refer to a number of reference books. It is not possible for every school to have all the reference books. We, too, have a limited number of such books on which we base our correlated lessons. We must, therefore, have some thing like a circulating library in every compact area. The central place for such a library can be the Basic training centre. Next comes the question of text books. We have no text books and cannot possibly have any, before we have had sufficient experimentation and have arrived at certain standardised results. Till then we have to frame our own lessons. We are following this procedure.

But we have also prescribed certain text books. We have prescribed a text book for mother-tongue and one for arithmetic. These text books are useful for students to gain practice in their correlated knowledge. In the school the knowledge is imparted through correlation and the text books are used by students at home to get more practice in reading and calculating.

But this does not mean that we use these text-books without any chain of correlation. Each lesson in the Gujarati reader fits in with one or other of the correlated subjects and we take a particular lesson at exactly the stage where it fits in with a particular correlated topic. Thus we are quite faithful to our creed of correlation even when we use standardised text-books. We follow the same policy in the case of the text-books in arithmetic. In short, nothing we teach is without its correlation, and we have dropped a few items of the curriculum, because we could not discover natural sources of correlation.

I have not so far touched on music, drawing and physical culture in this paper. The fact is that although

we have tried our best to give training to children in arts and physical culture, we have not been able to correlate these as is expected in the scheme of Basic Education.

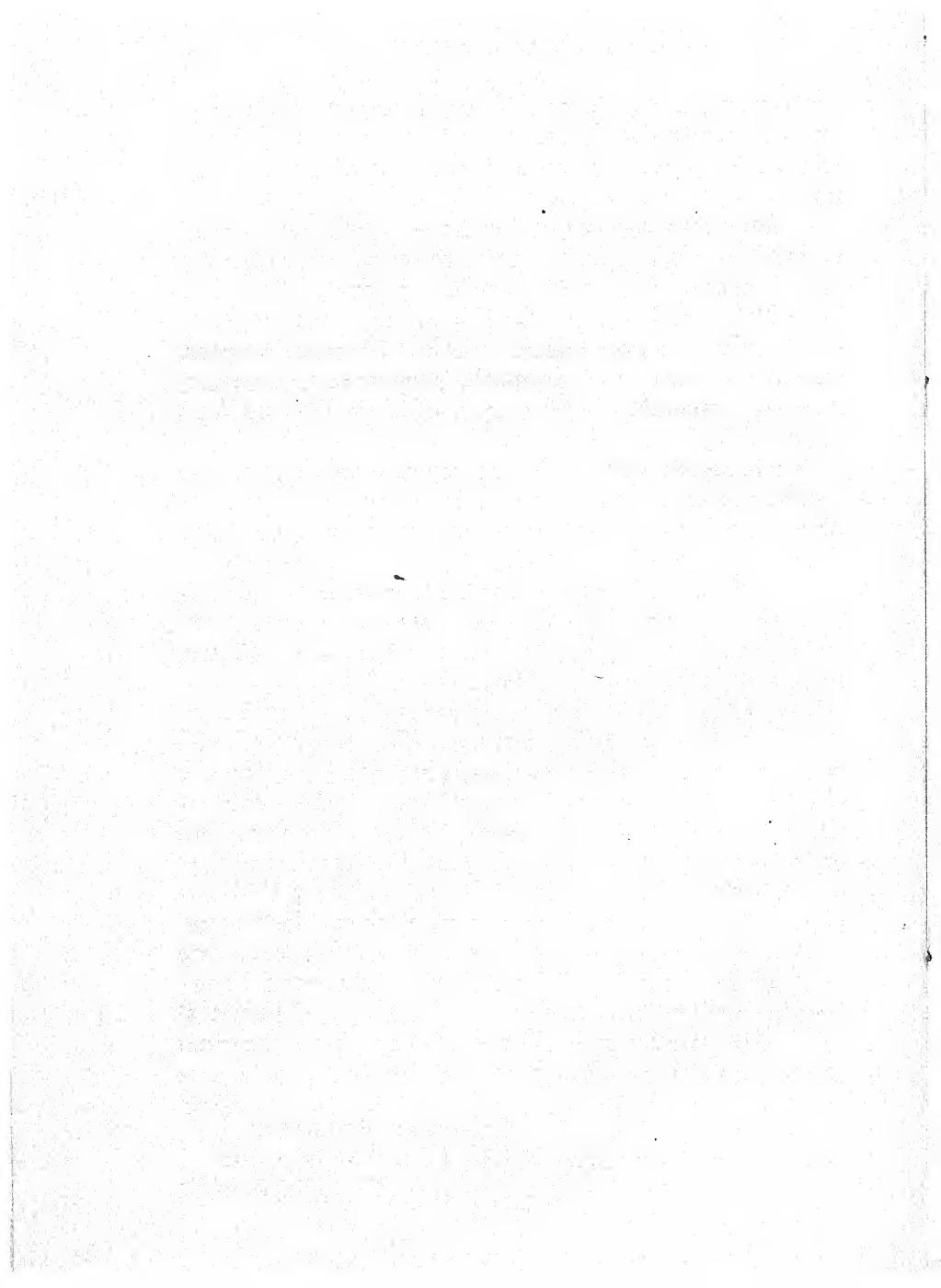
We have, however, tried hard as far as music is concerned. We tried to correlate music with our daily school prayers and with seasonal festivals. We celebrated the birth-day of Shri Krishna, the anniversary of our school and the Gandhi Week. On these occasions we gave musical and dramatic programmes including dancing, rasgarabas (folk dances of Gujarat) and short plays.

As regards drawing I am sorry to state that we have not been able to achieve any thing worth mention. In physical culture we have had regular games and occasional excursions.

Correlation is easy, if the teacher is sufficiently resourceful. On the one hand he must have a good power of observation and on the other he must be sufficiently resourceful to create new situations.

Correlation is the only natural and successful method of imparting knowledge. The best correlation will emerge from situations actually experienced by the children in the course of their work at the craft, or their excursions or their social work or their actual daily transactions. There arise occasions when the 'why' and 'how' of things creeps into the minds of children. Correlation must be evolved from these Why's and How's. Sometimes the teacher himself has to create and satisfy these Why's and How's. One who knows how to utilise these Why's and How's is a successful teacher in correlation. Where this capacity is wanting, correlation either fails or becomes lifeless.

GOPALRAO KULKARNI
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PART V

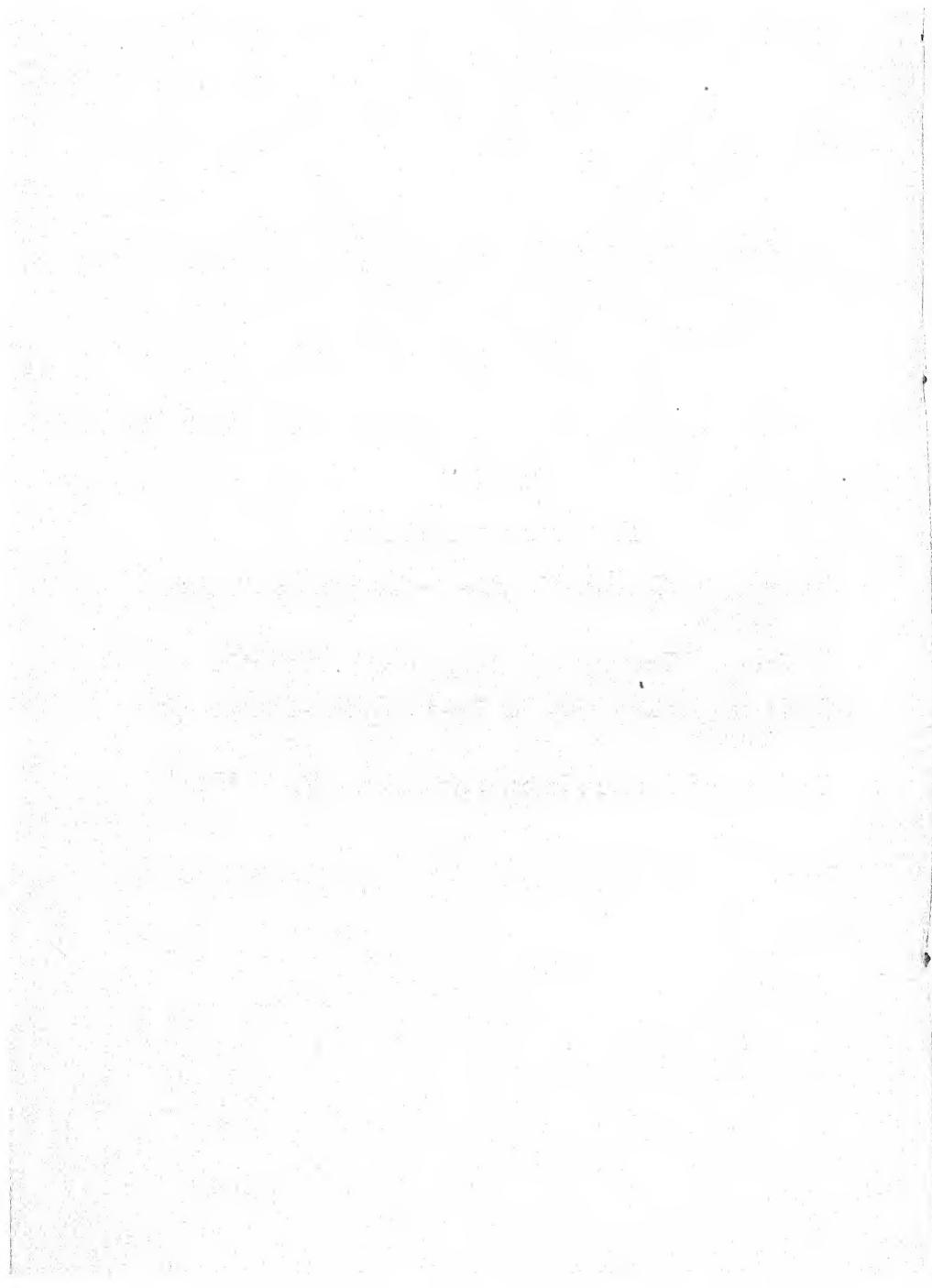
TRAINING OF TEACHERS

Training of Teachers in Bihar—*Rao Sahib R. S. Upadhyaya.*

Training of Teachers in Kashmir—*G. A. Mukhtar.*

Training of Teachers for basic schools—*Uttamsingh Tomar.*

Training of Teachers in basic education—*W. W. Wood.*



THE TRAINING OF TEACHERS IN BIHAR

It is a platitude to repeat that no system of education, whether orthodox or progressive, can achieve any kind of success unless it is worked by a band of devoted and optimistic teachers with faith, capacity, perseverance and mental alertness. This is all the more true in the case of basic education which aims at radical reconstruction in the educational system and at the reorganisation of society on the basis of truth, justice, love and mutual co-operation. As Mr. Sargent remarked, in his speech on the occasion of the First Conference of Basic Education at Poona "the scheme of basic education is going to make demands on the enthusiasm and initiative of the teacher to an extent that no other system of education in any country has ever done before."

Let us see what these demands on the teachers of basic education are. We expect that while they will help the children towards an all-round development of their personality as individuals and foster the qualities of resourcefulness, initiative and independence in thought and action, they will at the same time help them to be better citizens and foster in them the ideals of co-operation and social science. We expect that they will prepare the children for life and reality, that they will work through love and understanding and not through force, and finally that their own lives may serve as models to the children in their pursuit of knowledge through purposeful activities. In short we do not want scholars but living individuals, social, active and educated in the true sense of the word.

The question then arises as to where and how we shall find these teachers; how and in what time we shall

prepare them for their work and lastly where shall we find the necessary personnel and equipment to train these teachers? Or, in other words, how should the basic training schools and basic training colleges be organised? What should be their syllabus, period of training and distribution of time and work? What should be the guiding principles in the selection of candidates? What should be the arrangements for practice teaching? What should be their text-books and general literature, and how should they be prepared? What should be the guiding principles in testing the capacity and standards of attainment of the pupil teachers or the completion of their period of training? Each of these problems is of vital importance in the training of teachers of basic schools. I shall try to place before the conference the results of my experience of training three batches of teachers during the last two years in the Basic Training School in the solution of these problems.

Selection of teachers—The first problem is that of the selection of the future teachers of basic schools. Candidates of every possible type apply for admission. Experienced teachers, both trained and untrained; students fresh from schools, colleges, Hindi or Sanskrit schools or Madarsas; young men with high ideals but no experience; dejected old men who have tried and failed in every department of life.

After selecting three batches of teachers for basic schools I have come to the conclusion that experienced teachers with faith and progressive ideas on education, who are willing to work hard, prove more successful teachers than freshers. It is true that most of the existing teachers, educated in ordinary schools and colleges and trained under the orthodox system are set in their educational ideas. They are innocent of any vocational or civic training. Yet one may discover among these quite a number with keen and alert minds and the right educational attitude towards life. They are always

ready to put new educational ideas into practice and should always be welcomed as workers in basic education.

The only drawback is that their education is ordinarily up to the middle standard. Intellectual equipment is certainly a necessary, but not the only, qualification of a basic school teacher. Due attention should also be paid to the following factors in the selection of pupil-teachers.

Does the candidate look upon education as his profession or vocation? Is he filled with enthusiasm for his calling? Has he an inborn love and understanding of children? Has he a proper understanding of the history of our country as a story of the mingling of many faiths and cultures? Has he a reverential attitude towards faiths and cultures other than his own? Is he of a happy temperament? Will he come through the handicaps and difficulties of a village school master's life with a smile or will he go under? Is he rural-minded? Is he clean and healthy both mentally and physically?

It is difficult to test these qualities among the candidates who offer themselves for training. If schools and colleges kept detailed individual records of their students, these records would be of great help in the selection of their future career in life. At present it is useless to talk of educational records. Let us hope that our basic schools will supply these defects in the present educational system and complete individual records of the pupils of basic schools will be available when they complete their schooling.

Another method for testing the capacity of a candidate is through personal interviews, but it is not an entirely reliable method. Interviews may be superficial. For a really effective test, the interviewer must have the requisite skill, patience and impartiality and have some time at his disposal. A method of interview-

ing and testing candidates is also gradually being evolved with experience in the basic training school.

In the Basic Training School at Patna candidates are selected first through competitive examinations and finally through personal interviews. The competitive examination is held in the following subjects: Skill in the Basic craft; acquaintance with the second script of Hindustani and knowledge of the fundamental principles and syllabus of Basic Education. We have found this combination of a competitive examination and a personal interview a satisfactory method for selection.

Organisation of a Basic Training School:

Place—Gandhiji has described Basic Education as "Rural National Education through village handicrafts." The Basic Training School should, therefore, be situated in a rural area. If for some reason this is not feasible, the atmosphere in the training school should be as far as possible "rural." The training school will fail in its duty unless it prepares the teachers for the conditions under which he is expected to work.

Period of Training—The Zakir Hussain Committee recommends three years as the complete period for training teachers for seven grades of the Basic Course. The experience of the last three years in Bihar confirms this recommendation. The first emergency course of six months' training proved entirely inadequate for the purpose. According to the findings of the Poona Conference, the first course of training has now been fixed as one year, and it has been arranged that the pupil-teacher returns for his second course of training after at least a year of practical experience of teaching in a basic school. Our experience has been that a three years' training divided into three yearly units interposed with practical experience of teaching would prove more useful in the long run than a continuous three years' course.

Curriculum for teachers' training:—The following curriculum has been prepared for the first course of training on the basis of the report of the Zakir Hussain Committee and our experience of work.

The First Year's preliminary course:—Will include Basic crafts.

(a) Spinning on the Takli and Charkha and allied processes.

(b) Gardening and agriculture; elementary knowledge of the composition of soil and growth of plants (sufficient to teach the first three grades of the Basic Course).

It is expected that the pupil-teachers will attain higher proficiency in these crafts to enable them to teach these subjects scientifically.

N.B.—1. The pupil-teachers are expected to devote at least four hours every day to the basic craft.

2. A detailed study of the correlated basic syllabus for the first two grades.

3. A detailed study of the syllabus of social studies and general science.

4. The fundamental principles of basic education.

5. Simple outlines of child psychology and principles of education.

6. School administration and organisation.

7. Drawing, cardboard modelling and blackboard writing.

8. Physical education both theoretical and practical.

Theory:—An outline course in physiology, hygiene, sanitation, first aid and dietetics with special reference to the actual problems of village life and aiming at direct practical utility, how to keep records of physical development.

Practical—including organisation of games, Junior Red-cross and cubbing.

9. *Mother-tongue*—up to the intermediate standard in the mother-tongue and up to the upper primary standard in the second script.

10. *Adult Education*—both theoretical and practical.

11. *Music*—A course of choral singing set to standard tunes and time with an elementary acquaintance with the principal Indian *ragas* and *tals*, including national songs, folk-songs, devotional songs, seasonal and festive songs and songs in simple, quick rhythm suitable for group singing in connection with their craft work and physical training.

12. Supervised practice-teaching.

13. A course of lectures on the following subjects for raising the cultural standard of the pupil-teacher and for securing their proper orientation to the social problems. A history of national awakening; the principal problems in modern Indian life, social, political, economic, linguistic and cultural; a study of the political, social and economic problems of the present world; a study of the different religions of the world showing how in essentials they meet in perfect harmony.

The second course of training will be given after at least a year's practical experience of teaching under proper supervision and will include the following:

1. Complete training in one of the following basic crafts.

(a) spinning and weaving.

(b) Gardening and Agriculture including animal husbandry, bee keeping and poultry farming.

(c) Cardboard, wood and metal work.

2. Principles of education, which should comprise:

(a) The basic idea of education through produc-

tive work.

(b) The relation of the school to the community.

(c) Simple outline of child psychology (treated as concretely as possible) and of the psychology of acquiring technical skill.

(d) Methods of teaching, with special reference to the formulation and development of schemes of correlated studies.

(e) Objective of new education, studied with reference to the actual conditions of life in the country.

3. An outline course in physiology, hygiene, sanitation and dietetics, referring specially to the actual problems of village life and aiming at direct, practical utility.

4. A revision and further development of the basic course in social studies directed towards securing the teacher's proper orientation to the manifold problems of his social environment.

5. A course of lessons and directed study in the mother-tongue to introduce the teachers to some master-pieces of Indian art and literature, thus imparting a general cultural back-ground.

6. *Physical Training.* A revision and further development of the syllabus of the first year with special reference to scouting, rovering, first-aid practice and educational excursions.

7. Music and arts including making designs for craft-work.

8. *Supervised practice*—teaching in attached demonstration schools.

9. A course of general lectures with the same objectives as during the first course.

* *N.B.*—The first course is planned to train teachers for teaching the first three and the second course for teaching grades I to V. This provision is for candidates whose mental development is that of the matriculation

standard. It is expected that teachers of graduate standard will be required for teaching grades VI and VII. But it is also hoped that teachers of the matriculation standard may be found suitable as a result of their self-study and practical experience of teaching, and for them a short course of three or six months' training will be sufficient.

Staff of the Training School:—As a matter of fact only a perfectly educated man, with complete mastery over both the theory and practice of the basic craft, its educational possibilities, and the technique of correlated teaching can train teachers of basic education who should be artists, crafts-men and completely educated individuals at the same time. But such a staff of experts is not available at present and a double staff of craft experts and experts in other subjects becomes necessary at this transitional stage. This dualism of craft teaching, the teaching of other professions and cultural subjects goes against the very fundamentals of basic education and should be regarded as a necessary evil to be removed as soon as possible. Necessary steps are being taken in the training school in this direction. Each member of the staff has been associated with the actual practice and scientific study of one of the three basic crafts in all its aspects and it is hoped that soon the craft experts on the staff will attain proficiency in other aspects of the work of the training schools and other members of the staff will become craft experts. This integration of work in a training school will form one of the most interesting aspects in the development of basic education.

It is true that the division of the staff of a basic training school into craft experts and subject experts goes against the very fundamentals of basic education. Yet the work of a training school cannot be effectively carried out without the aid of a few experts. There must be a language and literature expert on the staff to acquaint the pupils with the best specimens of literature

in Hindi and Urdu, to evolve a common language, the best methods for learning the second script and for evolving a method for teaching both scripts at the same time to children in the lower grades. One expert is necessary to work out the possible correlations of the basic craft with the syllabus of social studies. There must be a scientist on the staff for the scientific observation, and analysis of the different processes of the Basic craft and research work connected with them, and there must be an artist to give life and beauty to the entire scheme. Further, there must be one or two research workers and writers on the staff for the collection of material and preparation of the necessary literature. I am glad to say that the Board of Basic Education Bihar has given due attention to the question of making the staff of the training school as complete as possible, and has made the necessary provision for all these experts. These experts are devoting their attention to the solution of the problems which arise in connection with the teaching of the basic craft and other aspects of work in the training school.

The daily Time-table:—Of a training school is one of the most difficult problems in the experiment of basic education because of the complexity of the work of a basic training school. While five to six hours of work per day was sufficient for an ordinary training school, even eight hours a day will not be sufficient unless the work of a basic training school is organised on entirely new lines. Let us examine the question in a little more detail. We get only 48 hours a week, for work in the following subjects; theory and practice in the basic craft and subsidiary craft or crafts, where every process must be learnt with scientific understanding of the why and wherefore; psychology, principles of education, school administration and organisation, mother-tongue, second script in Hindustani, drawing, music and other creative arts. Besides these actual hours of classwork,

some time must be devoted to extra-curricular activities to give practical training in the ideals of citizenship in the syllabus of social studies.

Out of these 48 hours, four hours a day or 24 hours a week have to be devoted to the basic craft. This may appear to be an undue insistence on craft-work, but a study of the syllabus of the basic craft will make it clear that the required standard of proficiency and knowledge cannot be attained without devoting all this time. Out of the remaining hours, 12 hours a week have to be given to other subjects in the syllabus, and 12 hours to activities such as physical training, social service etc. This time would be obviously inadequate if we were to follow the orthodox method of class lectures and notes. We are trying to evolve in the training school a method of organised and supervised self-study for the solution of this problem which will be described in detail later.

Twelve hours a week only remain for physical training and practical programmes of social service and civic and cultural activities, such as games, physical exercise, scouting, roving, first aid, debating and literary societies, educational excursions, labour week, rural service and study of rural conditions. Some of these can be provided for regularly in the time-table of a training school, while others have to be organised periodically. This makes it necessary that the time-table of a training school be elastic.

The next problem is that of the hours of a basic training school. It is generally accepted that the usual school hours ten to four are not suitable either for the Indian climate or Indian ways of living. We have distributed the work of our training school into three sessions in the following manner:

Morning session—7 to 11 A.M. Four hours' work.

Midday „ —1-30 P.M. to 3-30 P.M. Two hours' work.

Evening „ —4 P.M. to 6 P.M. Physical training
Or and other activities.
4-30 P.M. to 6-30 P.M. 2 hours.

Saturday evenings are left free for any extra work and Wednesday evenings are reserved for meetings of the social club.

During winter, we are obliged to reduce the day's programme to seven hours and add one hour of supervised self-study in the evenings.

Supervised Self-study:—Supervised self-study should form a necessary part of the programme of every training school, not only because it is the most economical method of organising the work of an educational institution, but because it is the best method for acquiring knowledge, and every future teacher should be trained in this method, so that he in turn, may be able to educate his pupils in the right technique of acquiring knowledge through one's own efforts. This method also has its own technique, and it is the work of the training school to explain the objectives, teach the right technique and guide self-study. We have started work in this direction in the basic training school and hope to develop this work on the basis of experience.

Practice-teaching—Practice-teaching under proper supervision and guidance forms the most important aspect of the work of a training school. It forms in fact the test of the work of a training school. Practice-teaching can be introduced easily in the third or fourth month of training, when the pupil-teachers have formed a general acquaintance with the principles of basic education and the technique of correlated teaching and observed the demonstration lessons given by the permanent class teacher in the practising school. Under

the old system 25 to 30 lessons of 30-40 minutes' duration was considered sufficient. A few training schools not satisfied with the adequacy of this practice-teaching, prescribed the preparation of a scheme of studies for at least three months, if not a year, for the pupil-teachers. It was thought, and thought rightly that no lesson given was complete unless it is linked up with what has gone before and what comes after and until the complete picture of the whole year's programme of work is before the teacher. This is even more true in the case of basic education. Here, the objective is not the completion of a prescribed syllabus, but rather the development of the child's personality through the awakening of his latent faculties through scientific training in a basic craft and the development of educational possibilities in the physical and social environments. Lessons of 30 to 40 minutes' duration cannot be obviously adequate to achieve this purpose. It was decided at the Poona Conference that the unit of work for a lesson in basic education should be a day and every pupil-teacher should get opportunities of 15 days' practice-teaching either during the first or second course of training. It is true that even this is not adequate but it is not possible to give more time unless every training school has a number of practising schools attached to it.

Practice-teaching has been so organised in our training school that every pupil-teacher gets a fortnight's continuous practice. The pupil-teacher prepares the week's programme of work in collaboration with the permanent class teacher, the craft expert and the member of the staff who is in charge of the practising school, on the basis of the previous plan of work and the correlated knowledge already attained by the children so far. Then week's plan of work includes the work in the basic craft and the observation of the physical and social environment planned by the teacher, and the daily note of lesson indicates the approach to the centre of

correlation and the matters proposed to be correlated.

Two pupil-teachers work together for an unit of practice-teaching; one keeps a running record while the other takes the class. How much of the work planned has been actually covered, and what other activities and item of knowledge not planned were taken up on account of new situations of the day's work are recorded at the end of the day's work.

It is also necessary to record what reading material for children has been prepared as the result of the day's work. The pupil-teachers are also expected to prepare some reading material on the basis of their fortnight's experience of practice-teaching. It is hoped these compositions will be useful for the preparation of the new literature of basic education.

The supervision of practice-teaching must also be different under the scheme of basic education. We are familiar with supervision under the existing system. The teacher of the training school visits the class for a few minutes, writes his remarks or criticism in the lesson note-book and departs. But the supervisor under the new scheme must give some time to the study of the practice-teaching. He must observe the proficiency of the teacher in handling the different craft processes, he must examine the naturalness of correlations attempted, he must finally decide how far the lesson given has helped the children's mental development, their skill and how far it has taken them towards the ideals of citizenship inherent in the scheme. The head-master and the class-teacher of the practising school should, therefore, be the best supervisors for practice-teaching. But we cannot leave the entire responsibility of this important work on them until they have themselves gained greater insight into and practice in the new education. The work has been so arranged that the actual work in the basic schools in the compact area between the first and second classes of training is recognised as real practice-

teaching during this period, the teachers learn from the experience of the experts from the training school who visit the compact area regularly according to the present arrangement, the experience of teachers and the supervisors of the compact area. Any gaps in their experience of practice-teaching in the training school are thus naturally filled.

Educational records and recording—Careful and honest records of work provide the only sure means for testing the success or failure of an educational experiment. The importance of recording in an educational programme was neither adequately recognised nor practised under the orthodox system. Recording, however, occupies an important place in a scheme of craft-centred education. These records also provide individual cumulative accounts of the progress of pupil-teachers. The following records are maintained by the pupil-teachers in the Basic Training School at Patna:—

Spinning Records—*Individual work* (i) Daily register of spinning (ii) Graph-book (iii) Theory of spinning as a basic craft collective work: (i) *Spinning Record Book*—Containing records of spinning of the whole class (ii) ledger book (iii) Book of monthly income of both individual and collective (iv) Stock-book (v) Carding Record book.

Weaving Record Book—As the pupil-teachers are only beginners in weaving, one record book is sufficient for records of time and work.

Cardboard modelling—

- (i) Daily register, records of time, work, materials used, and finished products and their price etc.
- (ii) Theory of cardboard modelling.
- (iii) Graph book.

Gardening and agriculture—

- (i) Field diary—Containing brief descriptions of

actual work done in the field or garden.

- (ii) Daily register.
- (iii) Theory.

An attempt is being made in the basic training school to evolve a technique in recording which would make them as complete as possible and at the same time achieve economy in time, space and energy.

Note-Books of directed self-study:—The following note-books are maintained by the pupil-teachers in connection with their work in directed self-study.

- (i) Note-book in Social Studies.
- (ii) " General Science.
- (iii) " Child Psychology.
- (iv) " Principles of Basic Education.
- (v) " Language and literature.
- (vi) " Hindustani (Second Script).
- (vii) " Physical Training, including physiology, health, hygiene and elements of dietetics.
- (viii) Drawing-Book.
- (ix) Music-Book.
- (x) Book of Indian Games.

Methodology of craft training:—The teaching of craft work has been organised in the basic training school on the principle that while the psychological method is best suited for teaching craftwork to the children, the logical method is better for the training of pupil-teachers. The general outlines of the year's programme in craftwork is handed to the pupil-teachers on their admission to the training school. With the help of their teachers they distribute this year's programme into half-yearly, quarterly, monthly, fortnightly and daily units of work. Thus every pupil-teacher knows exactly the

amount of work to be completed by him within a fixed period of time. They take the necessary raw-material and equipment from the store on fixed dates, make all the necessary preparations and perform the craft processes as planned. They take the help of their staff when necessary, in solving the problems and difficulties in their work, note the results of these experiments, try to understand the intricacies in their work and enter the finished products in the store on fixed dates. They elect a group of prefects or ministers who are responsible for the distribution and collection of raw-material and equipment, their care, filling etc.

As our equipment of carding, weaving, cardboard modelling and gardening are limited, the students are distributed into batches who work in groups. This method it is hoped will be helpful in their future work in basic schools. The buildings of basic schools are still in an experimental stage and accommodation in class room is limited. The pupil-teachers will have no difficulty in their work in basic schools if they receive practical training in working with limited space and equipment during their training course.

Working with the minimum space and equipment has another great value in reducing the expenditure on craft training. We should never lose sight of the economic aspect of the experiment of basic education.

Great importance is attached to accurate recording in craft training. The pupil-teachers prepare complete records of their work at the end of every month on the basis of their daily, weekly and fortnightly records. Quarterly and yearly records are prepared on the basis of those monthly records. These records also help them in the preparation of the necessary material for preparation of the necessary material for correlation.

Detailed Syllabus of Spinning for pupil-teachers. The Hindustani Talimi Sangh has prepared a detailed syllabus of spinning for the training of teachers which

will be considered by the conference. I only wish to add a few words on the basis of my experience. The pupil-teachers are trained in the first course to enable them to teach the first three grades of the basic course. It is necessary, however, that their standard of attainment in the basic craft should be that of grade V to enable them to handle their classes efficiently. Observation of the different processes of weaving should be sufficient in the first course of training.

The teachers return for the second course of training after a year's practical experience of teaching in the compact area. During this course they are expected to be trained to enable them to teach up to grade V of the basic course. It is necessary, therefore, that during the second course the pupil-teachers should have an elementary training in the different processes of weaving besides completing the course of spinning. This will give them practical experience of the difficulties of weavers with weak or uneven yarn, and will help them to teach the children the importance of spinning strong and even yarn.

I am placing the result of my experience of the last two years' work in the training school before the conference in the hope that other workers in this field will help with their contributions, and that the science and art of the training of teachers will grow from day to day as a result of our co-operative endeavour.

R. S. UPADHYAYA
Head-Master
Basic Training School, Patna

THE TRAINING OF TEACHERS IN KASHMIR

The Training School, Srinagar, completed its first session of one and a half years' duration by the middle of April 1940 and its second session of only one year will terminate by April '41.

Distribution of time and work:—During the first session, the distribution of time and work in the school was as follows:—

1. *Crafts—Time allotted per week of 6 days.*
 - (a) Agriculture—7 hours.
 - (b) Wood Work and Card-Board modelling—7 hours.
 - (c) Spinning and Weaving—7 hours.
2. Child Psychology and General Principles of Education—2 hours.
3. General Methods and School Organisation—4 hours.
4. General Science and its Teaching methods—5 $\frac{1}{4}$ hours.
5. Social Studies and its teaching methods—3 $\frac{1}{2}$ hours.
6. Art and its teaching methods—3 $\frac{1}{2}$ hours.
7. Language and teaching devices appropriate—3 $\frac{1}{2}$ hours.
8. 3 R's and teaching devices appropriate to it 1 $\frac{1}{4}$ hours.
9. Physical Education—15 hours (*Morning and evening.*)

With the curtailment of second session by six months the following adjustment in the distribution of time and work became necessary:—

1. *Crafts*—*Time allotted per week of 6 days.*
 - (a) Agriculture—9 hours.
 - (b) Wood-work and Card-board modelling—9 hours.
 - (c) Spinning and Weaving—9 hours.
2. Child Psychology and General Principles of Education— $2\frac{1}{4}$ hours.
3. General methods and School Organisation— $5\frac{1}{4}$ hours.
4. General Science and teaching methods appropriate to it—6 hours.
5. Social Studies and teaching methods appropriate to it (including Supervised Studies)— $3\frac{3}{4}$ hours.
6. Art and teaching methods appropriate to it—3 hours.
7. Language and teaching methods appropriate to it— $3\frac{3}{4}$ hours.
8. Arithmetic and teaching methods appropriate to it— $\frac{3}{4}$ hours.
9. Physical Education—15 hours (*Morning and Evening*).

Note.—The excess in time of $3\frac{3}{4}$ hours has been made up by extending the school time by $\frac{1}{2}$ hour every day and curtailment of recess by a few minutes.

The experience gained so far points in the direction of giving more time to the teaching of crafts. Every teacher under training must devote daily $2\frac{1}{2}$ hours or even three hours to the attainment of a standard skill in the craft of his choice. The school has already taken steps in this direction, and the teachers under training have been afforded with facilities for improving their craft efficiency by receiving extra coaching in the crafts of their choice for one hour, every day, in the morning or evening, under expert guidance.

Over and above the subjects referred to above, every teacher under training in this school has to select a

hobby for himself in the pursuit of which he gets every facility and suitable technical advice. The following are some of the hobbies selected by the present batch of 102 pupil-teachers:—

Soap making, Ink making, Pomades, preparation of Hair oil and Scent, Mirroring, Calico Printing, Embroidery, Knitting, Abri-making, Apiculture, Gardening, Fret work, Toy making, Preparation of Jams and Jellies, Paper manufacture, Pottery etc.

One hour in the morning and an hour and a half in the evening is given to physical culture. About $2\frac{1}{2}$ hours are devoted to a demonstration lesson on a correlated plan on each Friday both by the instructors and the pupil-teachers.

All the teachers are required under rules to stay in the hostel attached to the school. The hostel life is organised on democratic lines. An autonomous representative house regulates its working and a debating society and a symposium to cater for the cultural needs of the boarders.

With a view to enrich the mental content of the teachers under training, and with the object of stimulating in them a genuine thirst for knowledge, they are required to study at least two volumes pertaining to any healthy branch of study in a month under the guidance of two senior teachers.

This is a brief account of how those undergoing training in this school, work and utilise their time from day to day throughout the year.

2. *Problems Connected with Practice Teaching:—* The Training School has so far drawn teachers mostly from Government Schools. More than half of them have thus already received one or the other of the junior courses of training under the orthodox system. It has, therefore, been quite feasible to start practice lessons on correlated plan with a fair amount of success after the first month of the session. These teachers

have no difficulty in so far as teaching devices are concerned, but their limitations are quite apparent with regard to craft technique. They, therefore, devote the first month of the session mostly to the attainment of some workable efficiency in the craft of their choice. The untrained but experienced teachers take up practice teaching after the trained ones have finished, that is three months after the beginning of the session. The freshers who have neither any previous training nor any teaching experience to their credit, come last.

The record of practice-lessons, delivered by the teachers under training in this school, has been maintained regularly from the very start, and is quite upto-date. This record goes a long way to convey to the teachers selected for training, more or less, a comprehensive idea of what a craft correlated lesson is like. A careful study of such lessons, about 8,000 in number, also helps in solving the tangled problem of correlations.

Duration of Practice Teaching. The longer a teacher is at practice lessons, the better it is for him and the school he comes from or to which he goes after the completion of his training course. But imparting instruction alone is not education. The teacher has to attend to other interests as well. His mental equipment being of an ordinary type, it has got to be replenished both in his individual interests and those of the children who are to come under his charge.

Considering all the aforesaid points, the Department has laid down that every teacher under training shall deliver at least forty practice lessons to give him a thorough grounding in the practical implications of method and its technique. In Training Instructions of orthodox type, the duration of a practice lesson is covered by a single period or double period of 40 to 45 minutes, but in Basic Schools, the minimum duration of a lesson must, at least, last for half a day, though ordinarily it should cover the whole day. If the schools

were to allow forty half days to every pupil-teacher for purposes of teaching practice, it would be possible to engage only 8 teachers on an average throughout the year with one class. Our practice schools three in number, do not follow the craft correlated syllabus in all the classes. For the present, we have craft correlated studies upto Grade III in one, and only upto Grade II in the remaining two.

Thus with our forty half-day lesson plan, the schools could engage only 56 teachers throughout the year in the teaching practice, and the remaining 46 would remain quite unprovided for. To bridge over this difficulty, we have fixed a minimum of 14 half-day's practice for all the teachers, and each half-day lesson delivered on craft-correlated basis has been adjudged to be equivalent to three non-basic lessons. This is how we satisfy the departmental requirement of 40 lessons. From April '41, we shall have the extension of Basic Education to one more class in each of the three Basic Schools, and as such it will be quite feasible to raise the duration of practice lessons from 14 half-days to 25 half-days on an average.

A pertinent objection might be raised as to why a pupil-teacher should not continue his practice for the full day rather than for a half day. Basic Education has been introduced only in the first two or three grades in our practice schools and, therefore, we did not consider it educationally sound to entrust these tender classes to new teachers every fortnight and thus subject the young children to a heterogeneous set of influences emanating from their contact with them. The emotional and the mental hold of the class teacher on his fold has to be maintained at all costs, and so the other half of the day is given to him to improve and consolidate the work covered by the pupil-teacher in the first half of the day by giving the boys a thorough drill in the skills acquired by them in the first half-day.

Should the Practice be continuous or intermittent? Both the plans were given a fair trial in our schools and the experience gained points to the conclusion that it should be continuous rather than intermittent. To switch off the pupil-teacher in the middle of teaching practice actually goes to dissipate the momentum for effective work gained by him. He fails to get a comprehensive view of the potentialities of craft correlated education which he is to work out unaided, to a great extent, after the completion of his training. It usually takes a pupil-teacher about a week to warm himself for the work and once the heat is generated it is worth while to go on striking as hard as possible.

Relations with the permanent Class Teacher:—The permanent class teacher plays the role of a friend, philosopher and guide in so far as his relations with the pupil-teachers are concerned. In the second half of the day, as already mentioned, he prepares a good ground for the pupil teachers by practising the pupils in various types of skill. He acquaints them with the mental gradient of the class and thus they have no difficulty with the boys with regard to their mental content and peculiarities.

In the first half of the day he is present all the while in the class, rendering assistance to the pupil-teachers in maintaining discipline, organising craft work and exercising an effective check of the boys' work and in maintenance of class records. They conjointly tackle classroom problems and refer them to the supervisor for such guidance as he may be able to give according to his understanding. The class teacher, because of his wider experience, has the authority in our practice schools to offer constructive criticism in writing on the lessons delivered by the pupil-teachers which are passed on to them for guidance, after they are carefully scrutinised by the supervisor on duty.

Planning and other preparations in advance:—The school has prepared a tentative craft correlated syllabus

on weekly unit basis for the first four grades in the three Basic Crafts of (i) Spinning and Weaving, (ii) Wood-work and Card-board modelling, (iii) Agriculture.

These syllabus files are made available to the pupil-teachers about a week in advance of their turn in practice teaching. During this week they make adequate preparations and divide the week unit into six daily units of work. These units are presented to the class teacher by the pupil-teacher for any modification which he, in the light of the class room experience, might suggest. With modifications if any, made by the class teacher, the daily units come into the hands of the supervisor concerned, and he, too, in turn, suggests improvements where necessary. When the plan of daily units is thus approved, the pupil-teacher begins to plan his first lesson in detail and the detailed lesson plan also has to go through the same ordeal of checking as the lesson unit.

Thus equipped and prepared, the pupil-teacher takes up his teaching practice in one of the affiliated Basic Schools.

Keeping Notes of Actual Work in Class—It is not the pupil-teacher but the class teacher who takes down the notes of actual work done in the class by the pupil-teacher. The pupil-teacher's lesson-book generally shows the plan of what he is going to teach, and not what he has actually taught. The criticism of the Supervisor throws some light on the omissions of the pupil-teacher, but the record maintained by the class teacher gives a complete account of what the pupil-teacher did in the class. The class teacher's diary of the actual daily work of the pupil-teacher tells us how the omissions could best be supplied and how the omissions could be improved upon.

Recording at the end of the period—The class teacher recasts the lesson notes of the pupil-teacher at the end of the lesson and only includes in it the portions

that have been actually attempted.

The class teacher also attends to the recording of the day's produce in craft work of each individual pupil. The pupil-teacher is present to learn and to help. In Basic Schools the children of Grade III are trained from the very start to record their own progress on graph paper under the close supervision of the class teacher.

Arrangements for supervision:—We have an elaborate machinery for supervising the practice lessons. Besides the class teachers, there is a whole time supervisor of Teaching Practice who as a matter of routine, visits the practice schools every day. From September '40, in addition to the class teacher and the supervisor, every member on the Training School Staff has been asked to discharge his duties as a part time supervisor. The Head-Master also devotes his afternoons to the supervision of teaching practice going on in the three practising schools. Thus it is apparent that everybody concerned with the training of teachers is given ample scope to contribute his best to the evolution and development of correlated technique of craft co-ordinated lessons.

3. *Problems of Practising Schools and their relation with the Compact Area:*—In the State we are not working on a compact area basis. For the present, the three practising schools affiliated to the Training School meet once a month to take stock of their achievements and difficulties. The Head-Master, or in his absence, the Supervisor of Teaching Practice attends invariably these monthly meetings. The Basic Teachers in their monthly conference, discuss the correlated syllabus in all the three basic crafts which they will be working out during the next month. They seek light in cases of backward children, and devise methods for raising the standard of the daily output of children's work. They also work out together plans for preparing cheap illustrative material etc.

As soon as craft correlated syllabus is introduced in the neighbouring schools, each practising school becomes automatically an active centre of inspiration for all the schools that might be situated within two or three miles' radius.

The practising schools had to face open hostility from the surrounding community in the beginning. In a year's time their attitude of hostility changed into indifference and now we find it transformed into one of partial patronage. The healthy reaction has decidedly set in and augurs well for the success of the scheme in future years. New pupils for admission pour in and, sometimes, they have to be refused for want of accommodation.

4. *Recording*:—The importance of recording in the training of Basic School teachers cannot be over-estimated. The Basic Education Scheme being yet in an experimental stage, every move taken should be recorded and the results watched patiently. The data of daily practice-lessons when maintained scientifically, can provide very valuable material for research and formulation of guidance for teachers.

The school maintains an up-to-date data and accurate record of the lessons actually delivered by the pupil-teachers. They are arranged both grade-wise and unit-wise.

For every grade, a register for correlations is being maintained and there they are graded according to the centre of correlation.

The school has a record of more than 8,000 practice lessons in its possession and this material will be of great value in working out the potentialities of the scheme in craft correlation.

The supervisors maintain a record of the progress of pupil teachers while at teaching in one of the practising schools. The selection of material meant for presentation and the methods applied are carefully observed

and proper guidance is given in detail.

It is yet premature to think of time-saving and space-economising devices, as the scheme is yet in its infancy. The spade work done last year, however, has achieved much waste of time and energy this year.

The record of the actual class-room work done by the pupil-teachers is calculated to save future pupil-teachers and other workers in the field much unnecessary labour while planning lessons and daily units. The attainments of pupil-teachers in various subjects and crafts are recorded every month as is apparent.

6. *Methodology of Craft Training*:—Three Basic Crafts have been selected in the training school and the methods of teaching differ from craft to craft.

Training in Spinning and Weaving has been divided into following sub-heads, and each head is attended to in order in which it is given here:—

Pre-Spinning Activities:—Pre-spinning activities include the recognition and grading of various types of cotton and wool, ginning, carding, and making of slivers. The work is conducted both on assignment basis and project system.

Spinning Activities:—Spinning activities include spinning on takli, local charkha, Bardoli charkha and Yervada charkha. The scientific implications of various processes involved in spinning are made known to the teachers. The method of learning by doing is usually applied. The test of producing yarn of a standard count, strength and evenness in a specified time has to be satisfied. Wastage is invariably recorded.

Post-Spinning Activities:—Post-spinning activities include winding and rolling of yarn into hanks (gundies and laties).

Pre-Weaving Activities:—Pre-weaving activities include the setting up of a loom and recording its measurements. Every teacher under training must be able to set up a loom, before he can be permitted to

proceed to warping and wefting processes. Warping and wefting are carried as group activities but every individual who is the member of a group has to satisfy the instructor that he is thoroughly acquainted with all the practical implications of the process.

After that he takes to designing. Every teacher under training must master at least six designs. Samples of about 100 fabrics of assorted designs are handled by every teacher and he is practically acquainted by the instructor as to what pattern each piece of fabric belongs to.

Weaving—Every pupil teacher must weave a yard or so of cloth under supervision before he can be trusted to do it independently. Practice looms have been set up in the Hostel and every pupil teacher, has to devote about 12 hours on practice looms with a view to grasping the technique of weaving before he starts work on the looms in the training school. He does not work in the hostel by himself but under the guidance of an expert.

Recording—Everything that a teacher does both in the school and in the Hostel, has to be recorded by him. Every opportunity is taken to inculcate in his mind the importance of recording, so that he may develop an attitude for accurate recording of results when working independently by himself in a school.

II Card-board modelling—Every teacher begins his work with the recognition and manipulation of tools. This he does individually and, after passing the preliminary test, he is permitted to use them creatively.

Secondly, he handles card-board and is taught to recognise the various qualities of it both by weight and thickness. Next he is introduced to a dozen models. Each model is given to him as a project to accomplish under proper guidance. He is required to decorate it with marble-paper of his own make.

Every teacher is taught practically how to make

various abri-designs and standard flour paste, for which there are tests prescribed by the school.

Credit is given for models of original design. The project method is followed in the preparation of models, and results in the economy of both time and energy.

Wood-Work—After card board work the teachers receive training in wood-work. They begin with a dozen samples of wood generally used for furniture making in Kashmir. Every teacher must first satisfy a test in the recognition of various samples. Next comes the recognition and manipulation of tools.

After that the same method as mentioned in card-board work is followed, and by the end of 2nd term i.e., by December of every year, every teacher should attain sufficient proficiency to prepare four to five articles of household furniture like stools, chairs, almirahs, tables, benches etc. Every teacher under training must be able to prepare and fit joints before he can be trusted to manufacture articles.

III Agriculture—The work in agriculture is done mostly by assignment method. Every teacher under training has a plot given to him, which he is required to maintain in an ideal condition. A portion of this plot he is asked to reserve for some experimental work e.g., the effect of various types of manures on organic development of vegetables, cereals, and pulses etc. He is required to maintain an accurate and up-to-date record of a plant cycle.

THE TECHNIQUE OF CORRELATED TEACHING

No hard and fast rules can be laid down regarding the best time and occasion for correlations in craft co-ordinated lessons. It all depends upon the mental capacities of the boys and the amount of interest that

has been stimulated by the teacher either for the craft work or the matter to be correlated.

If we begin with craft and end with correlations, there is the apprehension that craft will not serve the purpose of stimulating the interest in the long run and it will ultimately sink into the position of an additional subject in the curriculum. Schools will revert back to time table regime and craft will loom large in them with a double period assigned to it.

But, all the same, it is not, at all, desirable to drag in correlations when the children are manifesting their spontaneous interest in their craft work. We have to guard against diversion of attention. The best time for introducing correlation is when the interest of children in craft work shows signs of flagging.

In agriculture and wood work, however, it is sometimes possible to introduce correlation during the process of the craft. Thus all calculations regarding measurement and areas have to be completed before the next step.

Experience has taught us to attend to correlations in their natural setting but not to drag them in, if there is the least apprehension of children's attention towards the craft work in hand getting derailed thereby.

If children feel interested in craft, we permit them to carry on. On the other hand there are occasions when we find it to our advantage to stimulate children's interest in craft through correlation.

But it is beyond the ability and imagination of an ordinary teacher to be able to appreciate the correctness and accuracy of a situation for switching on correlation; so it seems necessary that division of time with regard to craft and possible correlations should be permitted.

The craft might lead the lesson and correlations might bring up the rear. During the progress of the

lesson correlations which are calculated to enliven some process of the craft or give a meaningful orientation to it need not be held over for a later treatment.

G. A. MUKHTAR

Personal Assistant to the Director of Education

Kashmir

THE TRAINING OF TEACHERS FOR BASIC SCHOOLS

The subject of training teachers for Basic Schools is as wide as it is important. It has many items and aspects each of which calls for careful consideration and planning. It is indeed difficult to deal with them all in this short paper. I shall, therefore, confine myself to a few of them and deal with these in a general way.

1. *Selection of candidates*—In all training schools, the question of the type of teacher to be trained is a vital one. It has been generally accepted that the candidate for a Basic Training School must be at least a matriculate. Unfortunately, we have perhaps no other standard to guide us. Will this limit give the Basic Training Schools the material they want? I very much doubt it. In most basic schools we require teachers who have lived in the rural atmosphere in which they are expected to work; who has worked in the fields, tended cattle and done his week's marketing in the village weekly bazaar. Most matriculates will have grown up in a very different atmosphere. And, after all, what does this qualification indicate? Chiefly subject knowledge of a particular standard. Is that so important? It may be; but is there no way of meeting this difficulty? It is true that by admitting no one with a lower qualification than matriculation, we do get pupils who have some of the required subject knowledge, but at the same time, do we not, by fixing this limit of least qualification eliminate others from the villages who may be equally or perhaps even more intelligent, diligent and keen? India is a land of villages most of which do not possess even primary schools; there are always some

students, who given opportunity or the means, would do credit to any University. Should such candidates be debarred? It is, therefore, suggested that the minimum qualification for admission to Basic Training Schools be fixed to allow an opportunity to these deserving students also. A special test may be devised to cover the general intelligence and capacities of the candidates as well as their educational equipment. The training in the Basic Training Schools should be so arranged and adjusted that when they leave the training school they will be equipped with the knowledge necessary for them to take charge of basic classes. Simultaneously with their training, the training schools should educate them up to the required standard. For this purpose each province, according to its special circumstances and needs will have to fix the minimum qualification, frame an admission test and draw up a syllabus of studies for the Basic Training Schools.

The seven years' course of basic education aims at the present matriculation standard minus English. I expect matriculation is fixed as the minimum qualification for teachers, bearing in mind this Basic standard. But until such time as suitable matriculates are available, some other adequate arrangements must be made. At present people are in a hurry to initiate Basic Education and therefore inadequate time is given to teachers' training. This haste has an adverse and damaging effect on the work in Basic Schools. In order to serve all our purposes it is suggested that for some years at least only freshly trained teachers, who have done well in a village school master's training school be admitted to a Basic Training School.

2. *Period of Training*—The periods of training usually suggested are one year for teachers of grades I to IV to two years for teachers of full seven grades. This would perhaps be sufficient for candidates educated in a basic school who not only know the Basic Craft well

but had received education through productive industry. But until such applicants are available we shall have to admit only candidates trained in the village teachers' training schools referred to above. Fresh candidates from an ordinary school would need training in every aspect and it is feared that this training could not be completed in less than two years for four grades and three years for seven.

3. *The Syllabus for the training of Basic teachers*—The prescribed syllabus is a good one and there is little to say except that it is a little too ambitious for the periods of training fixed. With the necessary changes in training periods suggested above, the Training Schools should be able to cover it. This would, however, necessitate a certain adjustment. Each province should have the necessary freedom for this purpose.

4. *Special features of the training*—Just as in Basic Education children are expected to learn more through work and life in school than through the spoken word, similarly the training of the Basic teachers should be so arranged that they may learn more through active work than through abstract knowledge. In other words their training must be as practical as possible. All the necessary theory involved must be taught, but practical programmes in every possible sphere of training should also be so arranged and woven into the life of the training school that the pupil teachers can perfect by practice what they learn in theory, and where necessary evolve the theory from their practical work. Practical training in craft work must of course constitute an important item in the daily time-table. The pupil teachers should maintain detailed daily, weekly, monthly, quarterly and yearly accounts, graphs, charts and registers, in connection with the craft work in such a systematic way that they may prepare the necessary calculations whenever required. Practical training in the storing of craft material, store accounts and management should also be

provided. An attempt at research in the method of craft work, the manner of approach and the way of maintaining individual and class accounts should always be carried on. The theory of craft work should as far as possible be developed along with the practical work.

The Training Schools afford ample opportunities for practical training in Social Studies. Programmes in connection with class and school work can mostly be arranged in such a way as to allot various duties and responsibilities to be discharged with mutual co-operation and good will. Craft work, games, gardening, scouting, school shows, school-museum, social functions, life in the hostel all afford good opportunities for such practical training. The practical aspect of the syllabus in social studies should, as far as possible, be incorporated in the actual life of the Training School. Some social service programmes similar to those which must be organised for the children of the basic schools should also be drawn up and carried out in the training school. The part of syllabus which needs formal lessons and new knowledge may be given in that form.

In the case of General Science, also, much of the subject matter could and should be taught practically through experiments and well planned systematic programmes of scientific observations. The programmes should be so arranged and carried out as to give the pupil teachers a clear idea of how things may be arranged, and how, through practical work, systematic knowledge can be derived in a perfect logical sequence. Practical work usually stimulates the learner's mind. As in the case of other subjects some of the topics in General Science will need to be explained and taught formally. Care should be taken to arrange experiments in connection with the syllabus of General Science in a simple way which will be practicable in an average rural basic school. The training schools must do some pioneering work in this direction.

Art and music, the two finer aspects of education, deserve greater attention than they receive today in educational institutions. Work in these would and should, be mostly practical and life in a Training School affords many opportunities for practical introduction of both these subjects. As many of these opportunities as possible should be utilised. Both Art and Music have very unfortunately been deprived of their real place in education, and it is the pious duty of every Training School to emphasise their educative value and prove their exceptional worth.

Gardening and Agriculture, are subjects which must receive due importance in the training of basic teachers. They are necessary not only in every Indian Village School but particularly for the teaching of General Science in Basic Schools. Work in gardening and agriculture should be mostly practical. Each pupil teacher should be required to perform every operation in connection with every crop and to observe the operations and crops of other pupil teachers scientifically. Since agriculture has been accepted as an alternative Basic craft, people think that when another Basic craft is adopted agriculture need not be included as a subject of training. Experience shows, however, that the inclusion of gardening and some agriculture in the training of Basic teachers is of unavoidable importance. It should be included irrespective of the Basic craft selected.

In addition to all these subjects of the curriculum there are activities and programmes of great importance and real value in the training of Basic teachers, such as games, adult education, scouting, tournaments, dramas, excursions, publications of manuscript magazines etc. Basic Education is not complete without active co-operation from the children's homes and from the public. Since the difficulties in the way of this co-operation are great, Basic teachers must receive practical training in the method and manner of securing this co-operation.

5. *Practice teaching*—The problem of practice teaching in the basic training school is a very real one. Basic Education does not recognise the division of subjects into compartments and basic classes have no well-defined periods. Although the work is systematic, yet the teacher does have a certain reasonable freedom, and the educational process is more or less continuous, built on well-planned activities and lessons which may, according to necessity, run one into another. Basic Education is not confined to the four walls of a class room nor even to the school compound. Its field is much wider. In these circumstances the arrangement of the practice-teaching of the pupil teachers is a problem. Neither periods of forty minutes each, nor even a full day, can be a suitable unit of this work, for different activities are arranged on different days of the week. A week seems to be the most natural unit; one week in each Basic class once every season. This presents administrative difficulties. The class teacher will be prevented from teaching his class regularly. Moreover only about ten pupil teachers would get practical experience of teaching in each Basic class each year. This will either limit considerably the number of pupil teachers in each Training School class or necessitate more practising schools—both expensive alternatives. The unit of practice-teaching must, therefore, be shortened.

It is necessary for the class that the class teacher should teach his class for at least three days a week. If alternate days are chosen two pupil teachers can observe the lessons for two consecutive days and actually engage the class on the third. The class teacher would thus get four days including Saturday to take his class. Preferably, each pupil teacher should get six such turns in a year, but four should be the minimum.

Supervision of this practical work is another important consideration. Supervision by the Training School

staff would be best and is necessary. Since the members of the training school staff are responsible for training the pupil teachers, they should also guide the practice-teaching. There should be perfect harmony between what is taught in the Training School sections and what is practised in the Basic classes of the Practising School. There must also be healthy co-operation between the Training School and Practising School staff.

Conclusion—In conclusion we see that the training of basic teachers should be as practical as possible. Much of what is taught should be actually practised. We must maintain free discipline in the Training School itself; if we wish free discipline to be maintained in Basic Schools. Social service programmes should be actually planned and carried out in the training schools, if we want to train them in the planning and carrying out of social service programmes. It may, not be possible for the Basic Training School to arrange practical programmes to cover the entire content of the syllabus for the lack of necessary time. But a few practical programmes of each type should be carried out at suitable intervals. This will bring the basic training schools into closer touch with reality, will help the training school to realise by practical experience the difficulties and handicaps a basic school teacher has to face in his field of work and thus guide them in working out that minimum which may possibly be expected of a basic school teacher. The aims of Basic Education are high and ideal. It is for Basic Training Schools to decide how and how far they can be achieved by the half-starved teacher.

UTTAMSINGH TOMAR
Superintendent, Basic Training School
Seoni

THE TRAINING OF TEACHERS IN BASIC EDUCATION

Basic Education, as I understand it, deals with children between infancy and adolescence i.e., roughly between the ages of seven and fourteen. The fundamental principles are that the instruction shall be given through and around a craft and that the sale of the articles produced in a craft class shall pay the whole or a substantial portion of the teacher's salary. The first proposition is not new to me. In England we have been teaching children of both sexes between the ages of thirteen and sixteen and latterly between eleven and sixteen in what, for lack of generic terms, have been called junior technical schools, junior commercial schools, junior domestic science schools and junior art departments. The results have more than justified the system. The approach to the economic aspect of the matter, however, has not previously come within my experience and I shall be very interested in studying this aspect of the experiment.

To teach through a craft the teachers should be craftsmen first. They should earn their living by their craft for a period of 2 to 5 years before entering the teaching profession. The training of the teachers should, in my estimation, be confined to methods of teaching. They can still help to pay for the salary of their lecturers by devoting a certain portion of each day to craft work. Craft competence in the pupil is more important and more lasting than mere literacy both from an economic and a social point of view. A teacher whose knowledge of a craft is of the superficial type gained in training colleges, not merely in India but in any coun-

try, is not going to produce good craftsmen. A certain modicum of literacy sufficient to enable the pupil to do the most elementary book-keeping, including simple arithmetic, with the addition of personal and social hygiene and physical training, I would lay down as the basic curriculum. The syllabus in each case should be left as far as possible to the discretion of the teacher, who being a craftsman will have stability of mind and at least one enthusiasm. Additions to the curriculum may be made by the teacher at his discretion within the limits of his own powers and the receptivity of his pupils. These I would classify as extra-curricular activities and have them taught through the medium of hobbies, clubs or groups, each boy and girl being encouraged to make a contribution to the knowledge of the whole class, including the teacher, by means of talks and demonstrations. I have known fourteen year old pupils give lectures on subjects in which they were personally especially interested right above the head of the teacher, who became a very humble member of the class. It is probable that in village life the number of subjects may prove limited, but on the other hand a tactful teacher may find a most astonishing variety. This system of mutual aid has, in my opinion, immense possibilities, not only for the boy or girl directing a particular hobby but for the whole of those taking part in it, particularly if they can do so in a corporate manner. This aspect of basic education could very well be introduced into the training of teachers and its practice would certainly widen their outlook.

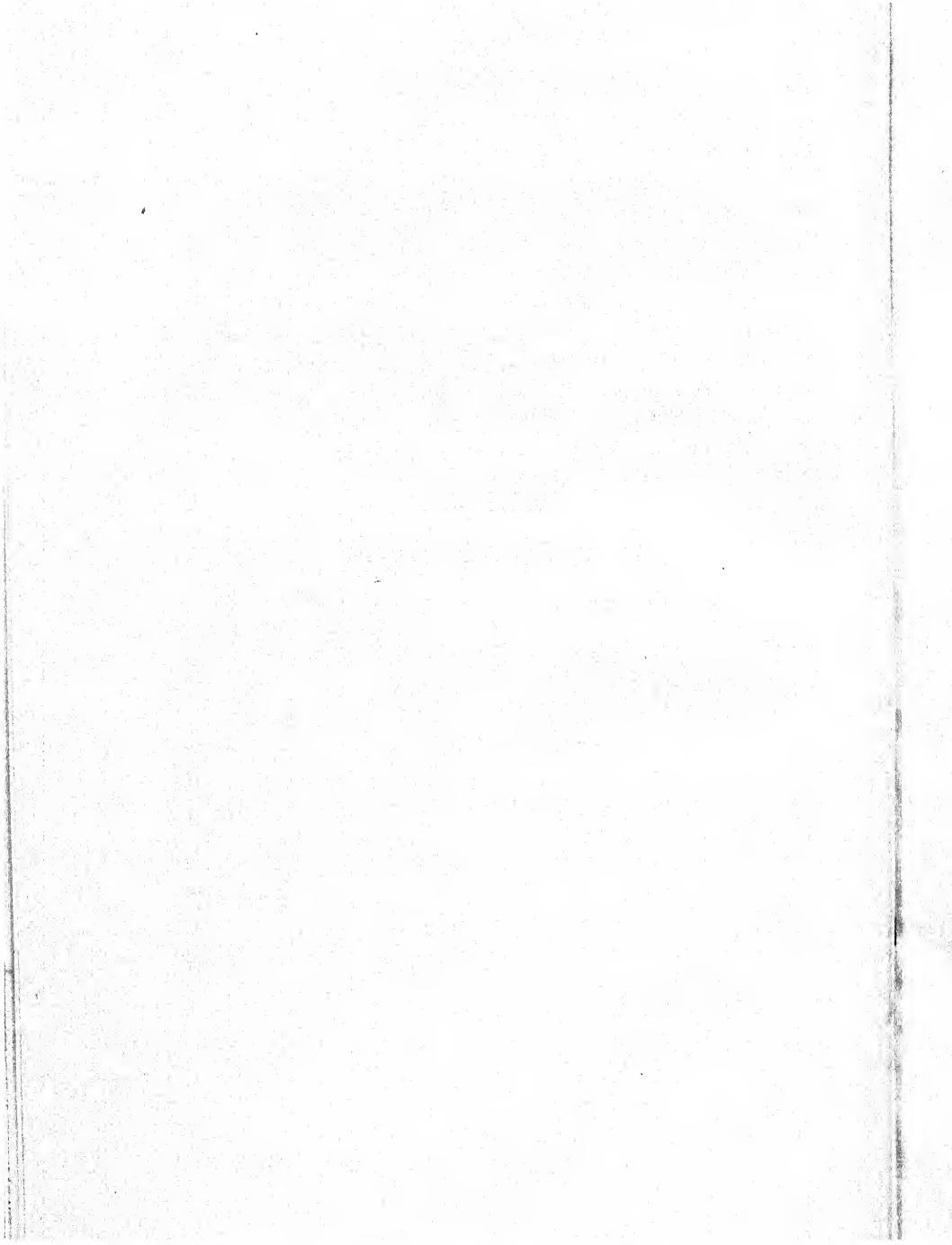
W. W. Wood
Principal
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PART VI

ART IN BASIC EDUCATION

Art in Basic Education—*Dr. I. R. Khan.*

The role of the artist in the scheme of Basic Education—
N. R. Chowdhury.



ART IN BASIC EDUCATION

Art has a unique place all its own in the scheme of Basic Education. It is not 'art' in the narrow sense of the term. It includes both Fine and Applied forms. The processes of art education and craft education are not distinct from each other, but rather two aspects of the same educational process. In fact no such distinction is possible in the early stages for psychological grounds nor is it absolutely binding or necessary to force the distinction in later stages.

In infant and lower classes, Art is mainly treated as a play subject. True expression is allowed to rouse child's interest in the subject as well as in the surroundings. The expressional representative activity, whether it be on paper, clay or cardboard, will by itself increasingly demand closer observation and greater manual dexterity. The advance in the course of instruction will be in accordance with the mental development of the child. Greater adherence to the objective realities and to the utilitarian aspect of the activity will be progressively sought. From the very outset the study will have a purpose and social significance. The child will acquire a concrete and direct insight into his physical and social environment in the course of working on various materials.

The spontaneous desire felt by the child to know about the nature of things represented or material used will require an exposition of wider social and economic problems. This would naturally supply the basis for instruction on the part of pupils. The logical conclusion would be the fusion of all useful knowledge into one undifferentiated whole acquired in and through doing.

However, if compromise is sought and differentiation of subjects is allowed to continue in our school programme, the teaching of art can be closely correlated to craft-work and other subjects of the curriculum.

Hitherto drawing in our schools was set apart exclusively for the so-called "training of eye and hand". It consisted largely of accurate representation and mechanical copying of objects with little attention to creative effort or original thinking on the part of the pupil. As such the training could not supply the teacher and the taught with problems which genuine expressional or constructive activity does. And hence there was hardly any scope for emotional discipline or intellectual inquiry.

On the other hand the new orientation of educational theory and practice, as advocated by our Basic system and other progressive movements, fundamentally rests upon the development of knowledge in close relationship with activities that are practical in their nature. This naturally leads to an integrated school programme in which art takes its own natural place.

As things stand in our country today, the material aspect cannot be neglected in any scheme of education. Mere academic education has failed to solve the problem so far. Therefore, it is of paramount importance that education instead of preparing the pupil for intellectual professions only should endow him with the capacity to evaluate and fashion things. Art, being an integral part of our scheme, will play its part in the education of the would-be-consumer and the producer. No craft can hope to attain a high level unless it is supported by a general art sense and an eye for design. The development of the design sense, therefore, is as essential as the learning of a craft. For this the children in our Basic Schools need not be acquainted with an abstract grammar of ornamentation or they need not be forced to make accurate free hand copies of the symmetrical figures as

in the recent past. Only a purposeful observation and reproduction in the course of art and craft activity will be enough. The degree of fineness of execution and the material employed and objects made by the pupils are graded according to their mental development and muscular control. We rely on children's inherent sense of design and constructive instinct. Every opportunity is taken to give free play to these as early as possible. This gives them real start in life and its essential activities.

Lastly any culture worth its name grows out of life experiences and reflects the social ideals determined by the needs of a community at large. Ideals grow out of the work and way of living—the capacity to make and fashion, to create and embellish, to discriminate and select the right type of things in harmony with ones surroundings, which our art course strives to engender among pupils, will in the course of time lead to true cultural growth. It will give the individual an insight into the useful and beautiful in art and in life, emotional balance and imaginative understanding.

Taste and refinement are not, as mistakenly believed, necessarily dependent on wealth—a few things of daily use arranged neatly and properly in clean surroundings are enough to lend charm and grace to any home. Even if decorations were indulged in, local material and motifs can very well serve the purpose, as it has been, so far in the case of 'chalk' and 'alpona' decorations.

The Art course in our Basic Schools, in consonance with its social, practical and educational objectives, aims at producing national art. It shall not be restricted to pictures or a few other duly labelled items of Fine Art. It will cover all that is done with the hand and done well for use and beauty. It shall develop in pupils a sense of beauty of line, form, tone, colour and texture. Art can never be strictly acclaimed as a craft nor can

it be identified with any particular type of handwork. But it will supply necessary guidance for the conception, execution and completion of all craft products. The main emphasis will not be on the reproduction of any particular shape (as it has been so far); the emphasis will be rather on pupils' acquaintance with the fundamentals of space Arts and their application in actual life situations. The insistence on orderliness and cleanliness in the class room, the demand for the proper arrangement of one's tools and personal belongings will make pupils alive to visual harmony and its essentials. The cumulative effect of all this would be to rouse a desire for better surroundings, in school, at home and outside. This, we hope, will lead to the enrichment of the life of the individual as well as society.

I. R. KHAN

THE ROLE OF THE ARTIST IN BASIC EDUCATION

The main task of an artist in a basic training school should be the preparation of graded and correlated schemes of studies round the different basic crafts. The scheme of study will differ from one basic craft to another, and the artist must devote all the capacities and initiative at his command in the preparation of these.

The preparation of these schemes of study will not be an easy task. On the one hand, the artist must keep before him the principles of Aesthetics, Art, Decoration and Indian modes and styles; on the other hand he must follow the principles of Basic Education, Child Psychology, and the Technique of Correlated Teaching. He must make a thorough study of technical drawings in connection with the different basic crafts. He must pay careful attention to the economic and intellectual aspects of craft work. The artist does not fulfil his function by merely developing good taste and creating living and active interest in craft work among the children; he must take his full share in developing the different crafts educationally for all-round development of the children.

The artist must also collect the necessary material and prepare books on the following aspects of the experiment of basic education: Art in Basic Education; The relation of Arts and Crafts in basic education; Styles and Modes in Local Arts; Charts and their Preparation; Local Arts and Crafts. He must also prepare lessons on these subjects. He must also prepare illustrated brochures on the following subjects:

- (i) embroidery (ii) dyeing and printing (iii) de-

corative leather work (iv) enamel work and jewellery (v) decoration of earthen utensils (vi) toy-making (vii) illustration of books (viii) stage decoration (ix) alpanas, rangolis and other decorations for festive occasions (x) exhibitions (xi) styles and modes in rural architecture (xii) educational tours and excursions (xiii) knowledge and science (xix) Art in Education.

But the work of artist does not end here. He has other tasks equally important. In the first place, he must so arrange and decorate each centre of basic education that its outward appearance should be that of a true cultural centre and a visitor may get an idea of the educational possibilities of the scheme even by a cursory visit. Second, each provincial centre should maintain a permanent exhibition which should serve as an information bureau for those interested in education, as also the masses in general. Third, each centre should also organise an itinerant museum. This should contain pictures and charts of the different craft-processes and correlated lessons painted on tents with aniline dyes or on walls with egg tempera. Models of art and craft work may be arranged on folding almirahs. These travelling museums should be planned with great thought and care and should act as radiating centres of light and knowledge in the villages. Fourth, the decoration of school-buildings will also have to be planned with care and thought. The style of decoration will naturally differ from school to school according to local environment. We can have a variety of styles in a compact area with fifty basic schools. These schools may exchange their object of decoration and thus learn from one another. This will go a long way in spreading art in remote rural areas.

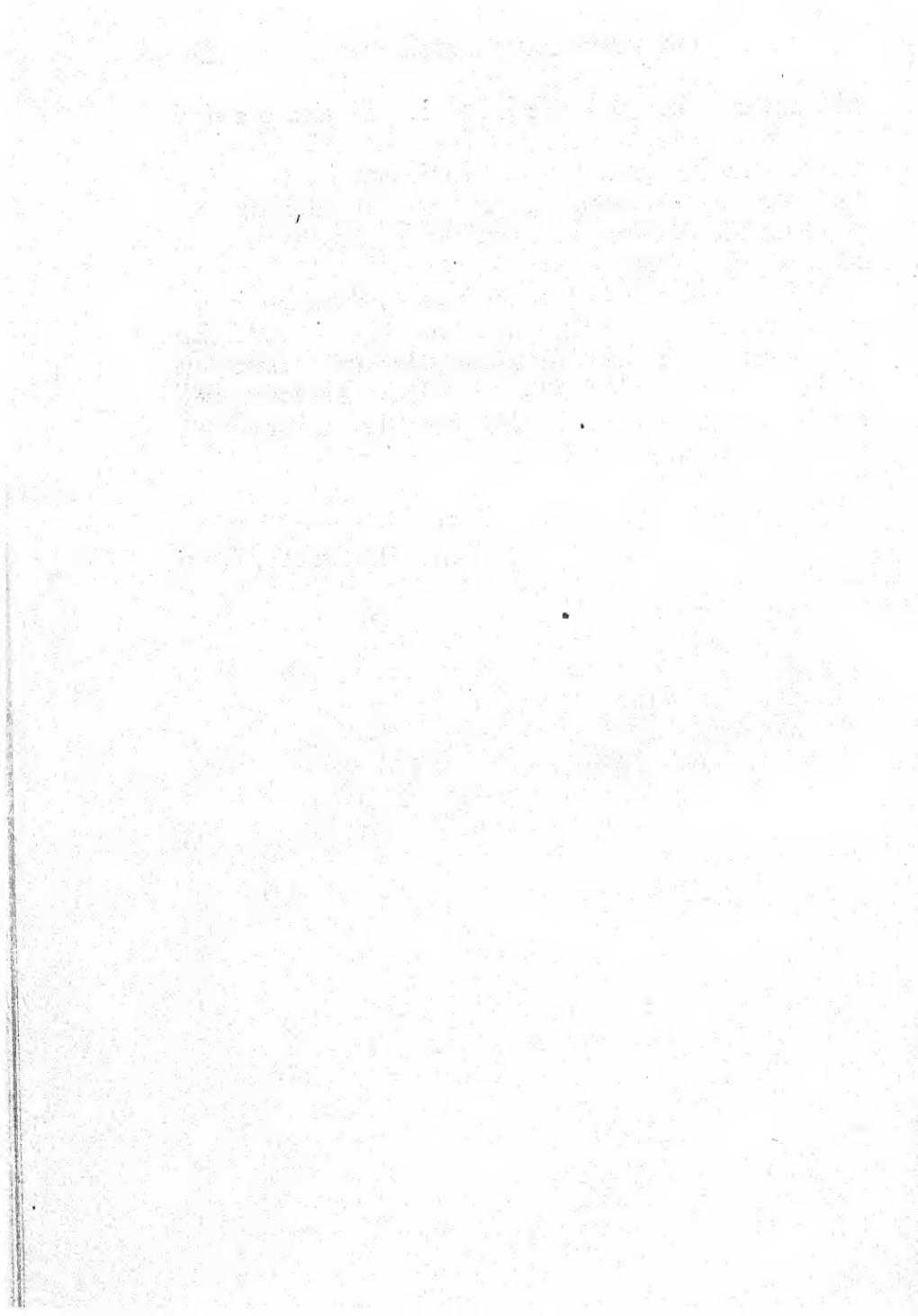
This scheme of decorations of school buildings will not be expensive. Only local colours and material will be used, and all necessary work will be done by children and teachers with the co-operation of villagers. This

will not only be economical, but it will give practical training to the villagers and children in basic schools in the preparation of a plan in detail and its execution. This scheme of decoration of rural basic schools will also help the teacher by supplying them with beautiful educational models.

These and many other tasks await the artist in the future evolution of basic education. If basic education is to develop fully in all its aspects, the artist must give his best and play his full part. I hope the artists will not be found wanting in this great demand made on them in the cause of the New Education.

NIHAR RANJAN CHOWDHURY

Delhi Polytechnic, Delhi



PART VII
FINDINGS OF THE CONFERENCE

FINDINGS OF THE CONFERENCE

(1) This Conference records with satisfaction that the reports on the working of basic schools run by the Governments, local bodies and by private enterprise are almost unanimous that general standards of health and behaviour as well as intellectual attainment, are very encouraging. The children in basic schools are more active, cheerful, self-reliant, their power of self-expression is well developed, they are acquiring habits of co-operative work, and social prejudices are breaking down. Considering the difficulties inherent in the initial stages of a new scheme of education, involving a new ideology and a new technique, the progress reported holds out the promise that even better results can be expected in future.

(2) This Conference records with sorrow the decision of the Government of Orissa to discontinue the basic schools, which it had only recently decided to start. The Conference considers this decision to be extremely hasty and unwise, and wishes to record that the reasons given for this step in the Government Communiqué of February 28, 1941, are wrong and misleading. To say that the experiment of basic education had failed in Orissa before it was fully tried is obviously unfair. This Conference endorses the statement* issued by the President, Hindustani Talimi Sangh, in this behalf. It desires to express its appreciation of the effort made by the Basic National Education Board, Utkal (Orissa), to continue the experiment and extends to the Board its heartiest sympathy and support.

*See Appendix A.

(3) This Conference welcomes the various attempts that are being made, in some cases on an extensive scale, by Provincial Governments, local bodies, and private agencies to conduct education more or less on the lines suggested in the scheme of basic national education. But since variations of major and minor importance have been introduced in many cases, this Conference records its wish that some schools at least should be run, exactly on the lines laid down in the scheme, and requests the various agencies interested in the work especially the Hindustani Talimi Sangh, to establish such schools with the object of arriving at objective, scientific results.

EFFICIENT SUPERVISION

(4) This Conference is definitely of opinion that efficient and sympathetic supervision is essential for the progress of basic education and recommends that all the agencies conducting basic schools should immediately make provision for the training of supervisors, who should be imbued with the spirit and conversant with the technique of basic education, and able to play the role of leaders and guides of the new endeavour.

(5) Since the syllabus of basic education in its original or partially altered form has now been in use fairly extensively for over three years, the Conference thinks that data should be collected to see if any alterations or additions are necessary. The syllabus is a dynamic and growing thing, and should be under constant examination by competent educationists. The Conference recommends that the various agencies conducting basic education, specially the Hindustani Talimi Sangh, should provide for carrying on scientific research to fit the curriculum to the real life of the pupils and provide assistance and guidance to the teachers in the use of new standards and forms of achievement.

CORRELATED TEACHING

(6) Reports received from various centres amply demonstrate the possibility and desirability of correlated teaching. This Conference, however, wishes to reiterate its former findings that correlation should not be forced and pedantic, and that all the three centres of correlation, viz., the craft, the social environments and the physical environments should be fully exploited.

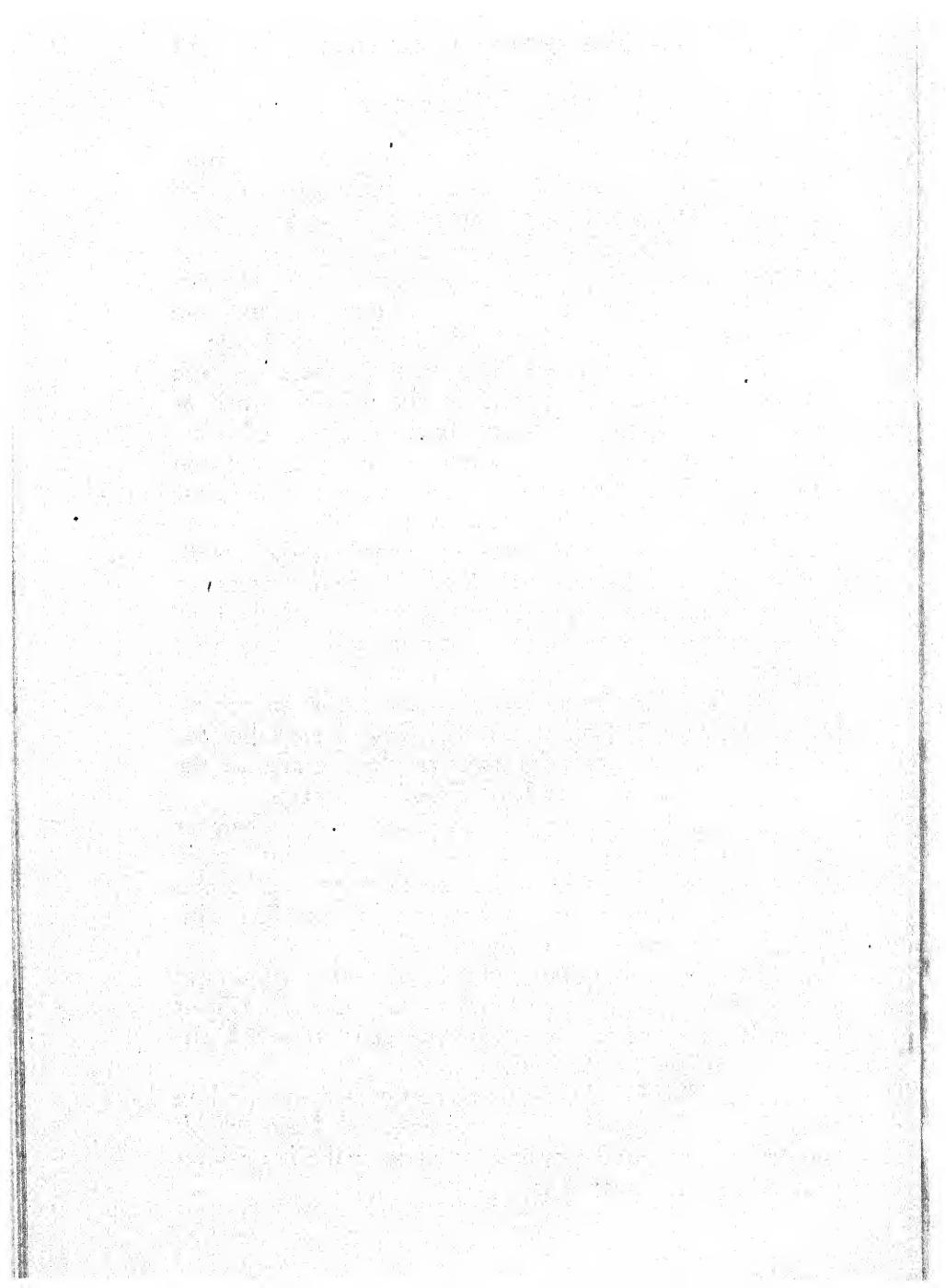
(7) The Conference feels that teachers in basic schools will be greatly helped in the difficult work of correlated teaching if full and faithful diaries of competent teachers using this technique were prepared and published. The Conference recommends that some selected schools should be placed in the hands of specially gifted teachers, and a day-to-day record of their work in the class be kept and published. It is also necessary to publish reading material for the pupils' and teachers' aid in conformity with the requirements of the basic syllabus.

(8) This Conference accepts the report submitted by the Basic Craft Committee regarding the syllabus for spinning as Basic Craft for the first three grades of the basic schools and for Teachers' Training Centres.

(9) In the opinion of this Conference, wherever schools of the old type are being converted into basic schools on an extensive scale, existing normal schools and training centres should be brought into line with the requirements of basic education.

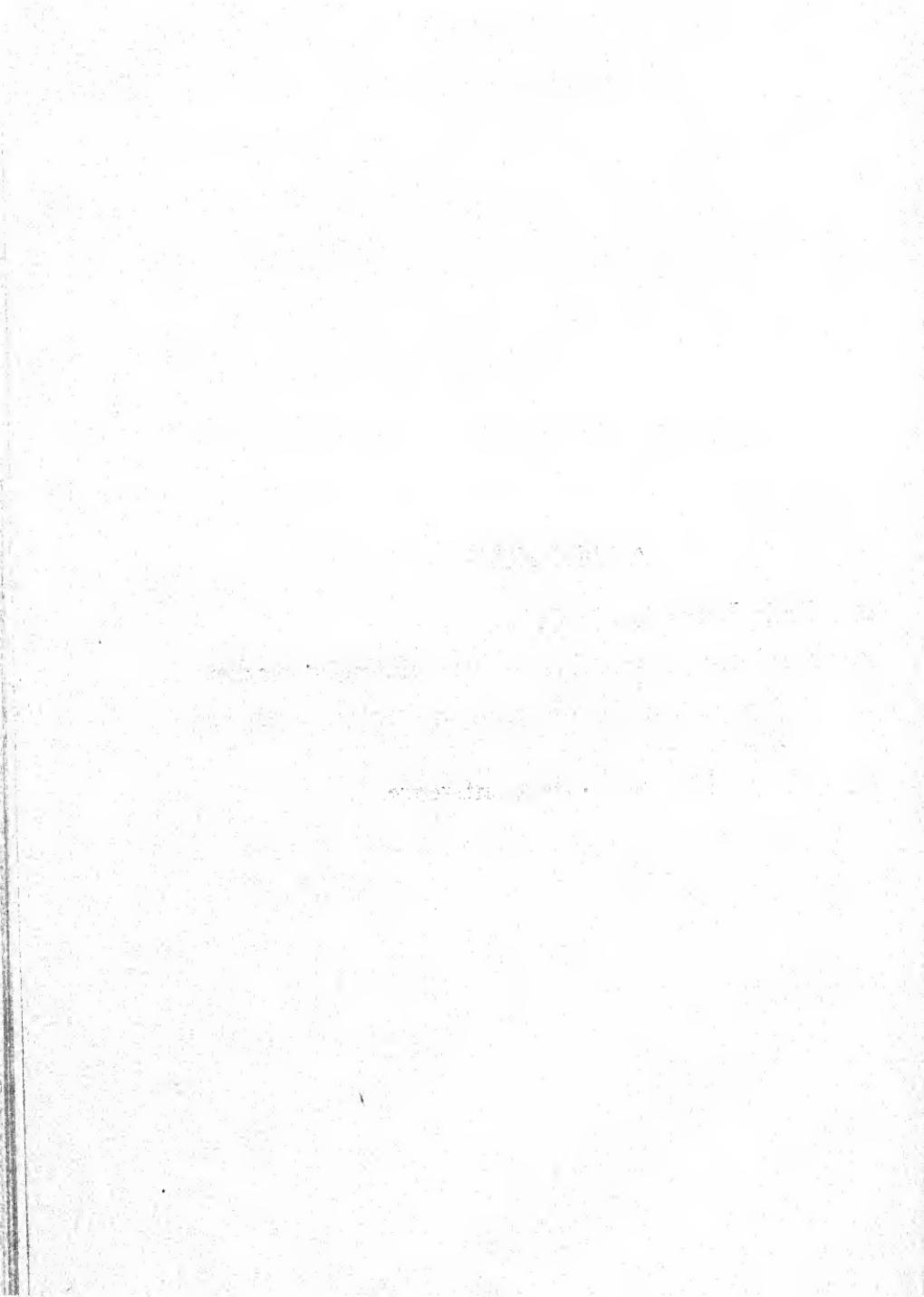
(10) In the opinion of this Conference a minimum period of training of two years to run concurrently or otherwise, is necessary to enable teachers to teach the first five grades of the basic course.

(11) This Conference reiterates its previous finding that the teaching of art in training and basic schools should be given due emphasis so as to make it an integral element in craft work.



APPENDICES

- A. Basic Education in Orissa.**
- B. A syllabus of spinning for the training of teachers.**
- C. A revised syllabus of spinning—Grades I, II, and III.**
- D. List of delegates to the Conference.**



APPENDIX A

BASIC EDUCATION IN ORISSA

COPY

Communique

Cuttack, February 6, 1941

In 1938 the Government decided to experiment on a system of education known as the "Wardha Scheme of Basic Education." The underlying idea of this system is understood to be that the process of education should centre in some form of manual and productive work, while all the other abilities to be developed or training to be given should as far as possible be correlated to the central handicraft chosen with due regard to the environment of the child: such education, taken as a whole, must be self-supporting and its self-sufficiency should be the "acid test of its reality". With a view to advise Government on the introduction of the scheme and to organise the system, a Board of Basic Education was constituted in October 1938. A training school for teachers for the proposed Basic schools was also started at Bari in June 1939 and 15 such schools were opened in February 1940.

2. Since the scheme was only an experimental one, Government sanctioned it temporarily for a period of one year which has just expired. They have now examined the progress of the experiment in the light of the report of the Director of Public Instruction and have decided that it is not in the interests of this province to continue it further. Some of the reasons which led to this decision are given below.

3. Although the idea behind the scheme is that teaching instead of relying on text-books should be correlated to the exercise of some craft chosen out of a number of different crafts likely to bring about the all-round development of the children, only one craft, i.e., spinning, has actually been adopted in the Basic Schools at Bari, and Government are advised that no other useful craft can be substituted or added owing to lack of teachers capable of giving instruction through such crafts. The Wardha scheme provides for 3 hours 20 minutes of every school day of $5\frac{1}{2}$ hours to be spent in the practice of crafts, and there is an obvious likelihood that with no alternative craft to spinning these schools will quickly degenerate into mere spinning schools. Spinning is a sedentary and monotonous occupation and not at all calculated to lead to the all-round development of children in Orissa, where a more stimulating medium of instruction is obviously required. Moreover, as no craft other than spinning can be introduced, this experiment cannot even be given the best chance of success in this province.

4. These Basic Schools are far more expensive than the ordinary primary schools, and it would be quite impossible for this province to introduce them on a large scale unless they proved to be self-supporting. In this respect also the experiment has not shown any signs of success. The actual receipts of the Basic schools in Orissa are reported to have amounted to 8 annas per head against an estimate of Rs. 3-9-0 a head for the first year in the original scheme. They have, therefore, failed in the "acid test" prescribed by the author of the scheme.

5. The cost of continuing the existing 15 schools together with the Training School for a further period of three years would be approximately Rs. $1\frac{1}{4}$ lakhs, and if the experiment were continued on a seven years' basis i.e., for the whole course, the cost would be very

much greater. In the financial circumstances of this province such a heavy expenditure is not justified merely in order to test the merits of the scheme. It is understood that the Government of Madras during the Congress regime decided against the introduction of the system, preferring a revised system of elementary education which is believed to be fundamentally the same as the primary school system already in force in Orissa. The experiment is, however, being carried out in some other provinces and from the results so obtained it will be possible to ascertain the value and practicability of the system without incurring the heavy expenditure required to try it out thoroughly in Orissa.

6. Government have, therefore, decided to close the Basic schools and Training school with effect from the 1st. March 1941. Attempts will be made to absorb the teachers trained in these schools into the ordinary schools of the province as far as possible.

Government of Orissa
Home Department
Special Section
Memo No. 585 (22) C.

STATEMENT BY DR. ZAKIR HUSSAIN *President, Hindustani Talimi Sangh*

The communique issued by the Home Department, Government of Orissa announcing their decision to close down their fifteen Basic Schools and the Basic Training School has been brought to my notice.

I can only characterise the decision as unwise and the communique as misleading.

The Government seem to be at pains to show that they had undertaken the scheme only as an experiment and the experiment having failed it was not in the best interest of the province to continue it. It seems to me that the Government have been in great haste to pronounce judgment before finishing the experiment they had set out to perform. After the preliminary preparation for performing the experiment—namely the constituting of an Advisory Board of Basic Education and the Training of teachers—the Government decided to start the experiment only in February 1940. The decision was taken after careful deliberation. The financial implications of the experiment were duly considered.

Original Scheme Revised—The original intention of the Government to start more schools was revised and modified and the Government came to the decision that it will be best “to make the experiment on a modest scale in the beginning and that a start with fifteen basic schools, five seven-grade and ten four-grade would be quite sufficient for this purpose.” That was on the 12th of February, 1940.

The teachers for these new schools which Government set out to establish were appointed in March 1940.

The buildings for the schools were ready generally by May 1940. There was considerable dislocation of work due to floods in July and already in December the fate of an experiment to establish seven-grade and four-grade schools seems to have been sealed.

For when the Board of Basic Education wanted to make the necessary preparations for starting the 2nd grade in these schools it was, in reply to its communication of 30th November, told by the Director of Public Instruction 'to see that grade II is not opened in, and no additional teachers are appointed for the fifteen basic schools without the specific sanction of Government and that sanction of Government should not be anticipated in any case'.

Government Decision—This first indication of the Government's mind was confirmed by their order of January 29, 1941, and by the Government communiqué dated February 6, last, announcing their decision to close the basic schools and the training schools. From May to December 1940 is a very short time, indeed, to judge the success or failure of schools which could grow to their full strength only in 7 or 4 years respectively.

That the Government originally intended to carry on the experiment for one year only in order to come to a decision about a scheme of education which covers 7 years is too naive to be believed.

The communiqué further seeks to defend Government action by referring to the danger of the basic schools degenerating into 'mere spinning schools' and emphasises the need for the people of Orissa of "a more stimulating medium of instruction." I hope that stimulating medium is not just sitting or just cramming.

With thousands of these "mere sitting and cramming" schools even the prospect of having 15 mere 'spinning schools' would not be too alarming. But in order to avoid misunderstanding I wish to point out, what the framers of the basic scheme have all the time empha-

sised, that the craft chosen as a medium of education should be selected with due regard to the environment of the child. The very first report of the Basic National Education Committee gives the following, besides spinning and weaving, as the possible basic crafts:—

Basic Craft—“Carpentry, Agriculture, Fruit and Vegetable gardening, Leather work and any other craft for which local and geographical conditions are favourable provided it is “rich in educational possibilities and offers natural points of correlation with important human activities and interests.” If for any reason, the Government of Orissa looked with disfavour on spinning as a less stimulating activity than they would wish for the people under their charge, they could have directed their schools to make use of some other craft in education and made provision for training teachers in the other craft activities.

Teachers' Training Centres—Training in crafts other than spinning is being actually given to teachers in many Teachers' Training Centres run by sister provincial Governments. But is spinning really so bad! Is there any evidence from the 15 Orissa schools which were using spinning as basic craft that the boys were not interested in it? Is there any evidence of fatigue or ennui? Were they really ‘mere spinning schools’? I have read the opinions of several eminent persons, some of them connected officially with education in Orissa, and I fail to see any the least justification for the fears expressed in the Government communiqué.

Dig at Self-supporting Aspect—And last, but by no means the least, is the dig at the self-supporting aspect of basic education. I am glad to note that at least the Government of Orissa accept the importance of this aspect! My experience has been that many Governments and outsiders to basic education have always tried to minimise the importance of this aspect and have advised us, who are working on basic education not to

over-emphasise it. It now seems that some at least of them will not give basic education a chance to survive unless it supports itself. But that healthy change of outlook apart, I would like to reiterate the view of the Basic Education Committee on this point.

Sound Education Policy—They believed that the scheme of education they had elaborated was sound in itself and even if it was not 'self-supporting' in any sense, it should be accepted as a matter of sound educational policy and as an urgent measure of national reconstruction. It is fortunate, however, that this good education will also cover the major portion of its running expenses. Many people have understood these remarks in many ways but even the most imaginative have not accused us of believing that the 7 year children of the first grade will be able to make the school self-supporting and if they fail the school must go!

Hasty decision—According to the communiqué itself basic education "taken as a whole" must be self-supporting. And the Government have, in their great haste, taken the experience gained by a few months of work in the first grade only as sufficient to pass judgment on the scheme "taken as a whole."

The worst that they could prove was that the tentative estimates of probable production given in the Basic National Education Report have not been corroborated by their 15 schools. But even this has not been proved. One need not swear by the estimates given in the Report but in this case they have proved to be remarkably true. The estimates are worked out expressly on the basis of 288 working days and 3 hours and 20 minutes of work a day. On this basis the first grade's production during the first 144 days will be Rs. 1-0-6 per boy and in the second 144 days another Rs. 2-8-6. If the number of working hours and days is reduced or if the work is not regular the output would, as everyone acquainted with the processes of the attainment of skill knows, decrease

more than in proportion.

Now, the Orissa schools worked for only 154 days and the time given to spinning was half of the suggested time every day. Their work was badly dislocated by floods, yet their production has been worth 8 annas per boy, as the communique admits, almost just as much as could have been wished on the basis of the scheme estimates.

Reference to Madras—The reference to the Madras Government who did not begin any experiments in basic education does not impress me. Yes, the Madras Government did not begin the experiment, but the Orissa Government did, and has not been able to see it through and wishes to back out of it on flimsy grounds. As to the hope that the Government of Orissa will be able to ascertain the value and practicability of the new system from the experience of others I can only say that those who depend on others for their experience do so at their own risk and peril. Education is not a thing you can copy overnight. It grows and it takes time to grow. But not just eight months!

APPENDIX B

A SYLLABUS OF SPINNING FOR THE TRAINING OF TEACHERS

Grades I-V—Basic Craft Spinning.

The course is divided into two parts. Each part has been spread over the academic year of nine months (approximately 200 working days). The first part will enable the teachers trained to teach grades I, II, and III of the basic course and the second will enable them to teach grades IV and V.

The teachers are expected to take the second year of training after at least two years' practical experience of teaching in a basic school.

From the 200 working days deduction have been made as under:—

30 Saturdays for demonstration lessons etc.

15 working days for practice teaching.

5 working days (a unit of one week) for excursions or similar activities.

150 working days remain. The following syllabus has, therefore, been prepared on the basis of 150 working days. This syllabus has been prepared on the basis of four hours per day devoted to the teaching of the theory and practice of craft work. The time has been distributed to allow 450 hours for practical work and 150 lectures as under:—

1. Actual craft practice with the necessary correlation—3 hours per day.
2. Daily recording—20 minutes per day.
3. Lectures and Discussion regarding the theoretical aspect of spinning—40 minutes per day.

FIRST YEAR

Practical

1. *Cleaning of Cotton*—Quantity 6 seers—Time 9 hours.

N.B.—As the purpose of the above training is to enable the students to recognise cotton best suited for spinning, the student should be provided with cleanly picked cotton for further cleaning. A small quantity of carelessly picked cotton may also be supplied to the students for practice.

2. *Spreading and combing of cotton-seed by hand*
Quantity 6 Tolas (i.e., about 1000 combed seeds)—Time 12 hours.

3. *Ginning.*

(a) With the hand separating with the fingers the above 6 tolas of combed seed cotton—Time 8 hours.

(b) With rod and plank Quantity $\frac{1}{2}$ sr. of cotton—8 hours.

(c) With the hand-gin. Quantity 5 srs. of cotton—6 hours.

4. *Preparation of cotton for carding* (तूनना) opening, pulling, and straightening lint by hand. Quantity 8 Tolas of lint—24 hours.

5. *Carding and rolling of slivers.*

(a) With the light bow (lint-prepared by the above method). Quantity of slivers—8 tolas Time 16 hours.

(b) Carding with the small bow.

(c) Rolling of Slivers—Slivers should be 16 per Tolas the length, diameter and hardness of

slivers to be standardised and the standards maintained.

6. Fitting and mounting the carding bow for use.
 Processes—Winding the gut, fitting the vibrator, tightening the gut, adjusting the bridge to proper sound.
 Time 4 hours.

7. Piecing. Quantity 100, Time 4 hours.
 (alternately) with the following methods:—

N.B.—Waste ends cut from the sized warp of cloth should be utilised for the above purpose.

8. Reeling. Quantity—28 hanks, Time 14 hours.

9. Spinning.

(a) Spinning with fingers and winding on Takli
 Quantity 40 rounds, Time 4 hours.

The twist of the yarn should be clockwise.

(b) Spinning on the takli (with both hands alternately) by the following methods:—

1. Posture Sitting. Twisting on the ground and winding in the air.

2. " " Twisting in the air and winding in the air.

3. " " Twisting on the ground and winding on the ground.

4. " " Twisting in the air and winding on the ground.

5. " Standing. Twisting in the air and winding in the air.

N.B.—The above processes should be practised with the thumb and the fore-finger and the thumb and the middle finger separately.
 Quantity 10 hanks.

(c) Spinning on the Takli (with both hands alternately) with the following methods:—

6. Twisting on the leg above the knee and winding on the ground.
7. On the leg below the knee and winding on the ground.
8. Twisting on the sole of the feet and winding on the ground. Quantity 10 hanks.

Total Quantity of yarn to be spun on the takli 20 hanks of yarn weighing 66 Tolas, Spinning 160 hours — 1 hank in 8 hours—*Total Time 182 hours.*

(carding for above—22 hours—3 tolas per hr.)

- (d) Spinning on the spinning bow.

Quantity 10 hanks of 12 count and 10 hanks of 16 count. Total 20 hanks weighing 58 Tolas approximately. Time 64 hours, $1\frac{1}{4}$ latti per hour.

Carding for above—Time 20 hours (3 tolas per hour)—*Total Time 84 hours.*

N.B.—All the above processes should be practised alternately with either hand and giving the same time to both hands, but even in the case of the left hand the twist should be clockwise—*Total Time 84 hours.*

- (e) Winding the above yarn on the plank and cross winder. (This should always be practised in a standing position, and with the right and left hands alternately—separating lees (160 rounds) by a coloured thread, tying the cross of the hank, twisting, folding, and locking the hanks).

10. Preparation by hand of the following equipment for spinning and carding.

- (a) Light carding bow. Processes:—Splitting bamboo into strips, bending strips, mounting

the gut, preparing for carding, time—5 hours.

- (b) Making the spring bow from split bamboo —3 hours.
- (c) Making the carding mat from bamboo strips or reeds—5 hours.
- (d) Making ropes from hemp, grass or other locally available material—ropes to be used for hanging the bow and for tying bamboo strips into mats etc. Quantity 15 Yards of ropes—10 hours.
- (e) Making sliver rods from bamboo or wood —2 hours.
- (f) Preparation of bamboo taklis (with and without hooks). The disk to be made of clay, tile, stone, or similar locally available material—Number of taklis to be made 10 —20 hours.
- (g) Preparing spinning bow—from split bamboo strips. Modia—from strips of wood, strap from leather, ready made spindle to be fitted, preparing resin mixture to be used on straps—10 hours.

Standards of attainment at the end of the year

Speed.

- 1. Ginning with rod and plank—1 cb. per $\frac{1}{2}$ hour.
- 2. Ginning on the hand gin— $\frac{1}{2}$ sr. per $\frac{1}{2}$ hour.
- 3. Preparing lint for carding— $\frac{5}{8}$ tola per hour.
- 4. Carding on the light bow including making slivers—1 tola per hour.
- 5. Carding on the small hand bow including making slivers— $3\frac{1}{2}$ tolas per hour.
- 6. Rolling slivers (at the rate of 16 slivers per tola)— $7\frac{1}{2}$ tolas per hour.
- 7. Spinning on takli by 1st 20 methods with

alternate hands and giving the same time to both hands (excluding winding the yarn on the winder)—120 rounds of 12 counts yarn per hour.

8. Spinning on the Takli by the last 6 methods with alternate hands and giving the same time to both hands (including winding the yarn on the winder—160 rounds of 16 counts yarn per hour.
9. Winding the yarn on the plank winder—16 rounds per minute.
10. Spinning on the spinning bow (including winding the yarn on the cross winder—240 rounds of 16 counts yarn per hour.

N.B.—Speed of one hand should not be less than $\frac{3}{4}$ of other.

11. Fitting and repairing of equipment for spinning and carding.

No special time has been set aside for this part of the syllabus as it is expected that the necessary training will be given during the practice of different processes.

Takli

- (a) Grinding the bottom end of the Takli to a point; (b) Straightening the takli; (c) Roughening the surface of the takli spindle.

Small Bow

- (a) Nailing the top-strap to the bow; (b) making pegs; (c) Tying the strings and hanging the bow.

Hand Gin

- (a) Planning the wedge to the proper thickness; (b) Polishing the rod; (c) Tightening up loose parts.

Spinning Bow

Oiling, removing the spindle, applying resin to the bow.

Fitting

Taking to pieces and re-assembling the different pieces of equipment, such as the Takli, carding bow or gin.

Knowledge of handling the following tools in connection with repairs, fitting and making of the above:—

1. Drill.
2. Plane.
3. Chisel.
4. Saw.
5. File.
6. Hammer.
7. Anvil.
8. Wrench.
9. Screw-driver.
10. Knife.
11. Scissors.

Theoretical 150 lessons

1. Social and economic aspects of Khadi (15 lectures).

2. History of cloth-making in India. The growth of Charkha Sangh (5 lectures).

3. Cotton culture, trade and geography of India. The Policy of the Government for increasing and improving the quality and production of cotton, and its effect on the peasants. Cotton-market—buying and selling—foreign trade—brokerage—speculation and forward business. Organisation of cotton-market—work of the central cotton committee. Government laws regarding cotton growth and trade (15 lectures).

4. Knowledge of different varieties of local and Indian cotton. Knowledge of fibres. Recognition of good and bad cotton—and lint—standard weights for cotton (5 lectures).

5. *Mathematics of Spinning*.—Definition of counts—strength and uniformity of yarn. Calculating the resultant speed and twist. Solving problems relating to spinning and auxiliary processes, speed, twist,

percentage of strength, count, output, average, speed etc. Cost of yarn. Estimating wages for spinning and carding. Preparing estimates for self-sufficiency in cloth. (1) for the individual, (2) for the family, (3) for the village. Estimating monthly and annual requirements (1) for the class, (2) for the school. Calculations relating to tests of spinning (40 lectures).

6. *Spinning records*.—20 minutes daily for practical work (20 lectures).

Keeping monthly and daily records and statements for individuals and for the class. Maintaining craft diary (to contain notes on the daily work, with illustrative descriptions of each process, and notes of correlations with other subjects). Knowledge of the records to be maintained by children and teachers of the first 3 grades. Preparing graphs showing daily speed of individual and class (right and left). Preparing monthly pillar graphs of the minimum, maximum and average speeds. Maintaining accounts of time spent, material used, wastage and actual earnings in the processes of ginning, carding, and spinning etc. for individuals and for the class.

7. Mechanics of ginning, carding, and spinning to cover the syllabus of the first three grades (15 lectures).

8. Management of craft equipment and raw-materials. Proper storage of equipment and material, sorting of yarn. Numbering of equipment. Maintaining accounts of raw-materials, equipment and finished product. Maintaining stock book, ledger and daily cash book (10 lectures).

(For practical experience the students may be divided into batches and made responsible under the supervision of a teacher, for the management of materials and maintaining the accounts for craft work of the whole class—*Time 20 hours per batch*.)

9. Technical terms relating to spinning and allied processes (5 lectures).

10. Recognition of qualities and defects of equipment and materials.

Knowledge of the various parts of the equipment and their function, layout, and equipment of carding and spinning rooms (20 lectures).

Second Year

During this year the teachers will be trained to teach Grades IV and V of the basic course.

Working days and hours of work the same as for the 1st year.

Practical Work

1. Spinning on the Yervada Charkha alternately with the right and left hands.

- (a) Counts 12, 16, and 20 (with the spindle making 90 revolutions per one revolution of the driving wheel).
- (b) Counts 24 and 28 (with the spindle making 120 revolutions per one revolution of the driving wheel).

Quantity—50 hanks (10 hanks of each count) weighing approximately 110 Tolas—*Time 150 hours 4 leas in 3 hours.*

Carding for above—28 hours (4 tolas per hour)
—*Total Time 178 hours.*

2. Carding on the small and medium bows—sufficient for personal requirements.

N.B.—The time allowed for carding has been included in the time allotted for spinning.

3. Making the wheel rope (belting) of the charkhas. Quantity 10 ropes—*Time 20 hours.*

4. Making the spindle twine of the charkha—sufficient for personal requirements.

5. Fine Spinning—Counts 40 and 60 (including ginning, preparation of cotton prior to carding, and carding by the Andhra method.

Processes—Combing seed-cotton with fish-jawbone or with comb. Quantity 8 tolas—*Time 6 hours.*

Ginning with rod and plank. Quantity 25 tolas—*Time 5 hours.*

Preparing cotton for carding by the Andhra method. Quantity 9 tolas—*Time 12 hours.*

Carding on light bow. Quantity 9 tolas of slivers—*Time 5 hours.*

Spinning 40 and 60 counts on Yervada or Local Charkha. Quantity 5 hanks of 40 counts—4 hanks of 60 counts—Total weight 9 tolas approximately—*Time 36 hours.*

Other processes—28 hours—*Total Time 64 hours.*

6. Spinning on local charkhas with right hand only—*Time 42 hours.*

Necessary carding 4 tolas per hour—*Time 8 hours.*

Quantity 70 leas of 24 counts weighing 30 tolas (5 leas per 3 hours)—*Total Time 50 hours.*

7. Spinning on the Takli with alternate hands and giving the same time to both—6 hanks of 18 counts weighing 15 tolas—*Time 36 hours 1 bank for 6 hours.*

Time for carding for above—4 hours (4 tolas per hour)—*Total Time 40 hours.*

It is suggested that two periods per week of 40 minutes each may be given for spinning on the takli.

8. (a) *Repairs to spinning equipment*

1. Yervada Charkha—adjusting the bearing groove. Repairing the winder, loosening or tightening springs as necessary. Tightening the axle. Fixing the handle of the large wheel.

2. Local or Savli Charkha.

3. Straightening the spindle—*Time 20 hours.*

4. Light, small and medium carding bows.

5. Hand-gin.

Repairing rod and plank for ginning. Cleaning and polishing the rod. Planning the surface of the plank.

NOTE:—Students are expected to be able to repair all the different parts of all the equipment used in all the different processes of spinning.

(b) *Fitting*

1. Tying the piece of wood to the fish-jaw bone.
2. Fitting up, taking to pieces and re-assembling the carding bow, hand gin, Yervada or local charkha.
3. A knowledge of simple carpentry necessary for the repair and fitting of the above equipment.
4. Further ability to use the tools detailed in the syllabus for the first year.

Time for repair, fitting of equipment and the necessary wood-work—80 hours out of which at least 20 hours should be devoted to straightening the spindle.

Standard of attainments

- (a) Speed of spinning on the Yervada Charkha with alternate hand and giving the same time to both including winding the yarn on the winder—*5 leas of 28 counts yarn in 3 hours.*
- (b) Speed of carding (including making slivers)
 - (1) on the light bow—*1 tola in $\frac{1}{2}$ hour.*
 - (2) on the small bow—*4 tolas per hour.*
 - (3) on the medium bow—*6 tolas per hour.*
- (c) Speed of combing seed cotton—*1 $\frac{1}{2}$ tolas per hour.*
- (d) Speed of ginning with rod and plank—*5 tolas per $\frac{1}{2}$ hour.*
- (e) Preparation of cotton for carding (on the Andhra method)— *$\frac{3}{4}$ tolas per hour.*

- (f) Speed of spinning 40 counts yarn including winding the yarn on the winder on local or Yervada Charkha—*1½ leas per hour*.
- (g) Speed of spinning 60 yarns including winding the yarn on the winder on local or Yervada Charkha—*1 leas per hour*.
- (h) Speed of spinning on the local or Savli Charkha with right hand only (including winding)—*2 leas of 25 counts per hour*.
- (i) Speed of spinning on the Takli with alternate hands and giving the same time to both (including winding)—*1 leas of 16 counts per hour*.

Theoretical.

150 Lessons of 40 minutes each.

1. Further study of Indian sociology and economics including the sociology and economics of Khadi (15 lectures).
2. Cotton culture and trade in India and the world (20 lectures).
3. History of the textile Industry in India and the world (20 lectures).
4. World Geography of cotton (5 lectures).
5. Story of the discovery and development of raw materials, the development of equipment and the evolution of methods of spinning, ginning, carding, and allied processes in India and in other lands. Story of different fibres used for spinning (20 lectures).
6. Mathematics of spinning—Further elaboration of the syllabus of the first year mathematics of weaving. Mathematical problems relating to the charkha. The revolution of the spindle. Measurement of the different pieces of equipment and their parts. The texture of cloth-warp, weft, punja, count, and weight. Practical work during the craft period (20 lectures).
7. Craft records, including graphs and estimates.

Detailed revision of the syllabus of the first year. Records to be maintained by teachers and children in grades IV, and V Practical 20 minutes daily (10 lectures).

8. Mechanics of spinning and carding—to cover the syllabus of grades IV, and V—An elementary knowledge of the principles of mechanics (25 lectures).

9. History and geography of elementary tools (10 lectures).

10. Management of store-rooms. Methods as in the first year. Practical 18 hours per batch (5 lectures).

APPENDIX C

A REVISED SYLLABUS OF SPINNING

GRADE ONE

First Term—Time two hours a day

The following processes should be taught in this term.

1. Spinning on the Takli by the following methods:—

- (a) Posture sitting spinning on the ground-winding in the air.
- (b) Posture sitting spinning in the air and winding in the air.
- (c) Posture sitting spinning on the ground-winding on the ground.
- (d) Posture sitting spinning in the air-winding on the ground.

N. B.—The above processes should be practised with the thumb and fore-finger on the thumb, and middle finger separately. Spinning on the takli should first be practised with the left hand for one month, and later with both the hands alternately. The twist of the yarn in both the cases should be clockwise.

2. Piecing—Waste ends cut from the sized warp of cloth should be used for training children in piecing. Whenever possible the children may be taken away to weavers' houses to observe the process of reeling and weaving to enable them to understand the importance of piecing.

3. Winding on the plank winder—The children

should be trained to wind their yarn in a standing position with right and left hands alternately and count their yarn while winding.

4. Soaking and drying the yarn, tying the cross of the hank, twisting, folding and locking the hank.

5. Recognition of evenness and strength of yarn.

6. Oral description of craft material, process and equipment.

Standard of attainment at the end of the first term.

Uniformity of the yarn should receive the first attention.

(1) Uniformity of the yarn—60 per cent.

(2) Strength of the yarn—40 per cent.

(3) Speed of spinning on the takli (without winding) with both the hands alternately and giving equal time to each hand—30 rounds of 10 counts in half an hour.

(4) Speed of winding on plank winder—8 rounds per minute.

Average daily work.

(1) 70 rounds of yarn of 10 counts in 2 hours.

(2) Maximum wastage in spinning—5 per cent.

Second Term—Time two hours a day

1. Opening up of cotton (first step in the preparation of cotton for carding)—Quantity 2 tolas.

2. Spinning on the takli:—

(a) Revision and practise of the processes learnt in the first term.

(b) Posture standing—twisting in the air—winding in the air.

3. Keeping individual craft records—oral and written.

Standard of attainment at the end of the second term.

1. Uniformity of the Yarn—60 per cent. Uniformity is to be given the first attention.
2. Strength of the yarn—40 per cent.
3. Speed of the spinning on the Takli (without winding) with both hands alternately and giving equal time to each hand—90 rounds of 10 counts in one hour.

Average daily work.

- (1) 50 rounds of yarn of 10 counts in one hour.
- (2) Maximum wastage of spinning—5 per cent.

GRADE TWO

First Term—Time 2½ hours a day

The following processes should be taught in this term.

1. Making the carding mat from bamboo strips or reeds or other locally available materials.
2. Preparation of cotton and carding with light carding bow and preparing slivers.—Quantity 3 tolas.
3. Fitting the light carding bow.
4. Carding on the small bow—sufficient for one's own requirements.
5. Rolling of slivers.—16 slivers per tola; the length, diameter and hardness of the slivers to be uniform and according to the standard.
6. Spinning on the takli by the following methods:—

- (a) Posture sitting—spinning on the leg above the knee and winding on the ground.
- (b) Posture sitting—spinning on the leg below the knee and winding on the ground.
- (c) Posture sitting—spinning on the sole of the foot—and winding on the ground.

Standard of achievement at the end of this term.

1. Uniformity of the yarn—60 per cent. Uni-

formity to be given special attention.

2. Strength of the yarn—50 per cent.
3. Speed of carding with the small bow and rolling the slivers (16 per tola)— $2\frac{1}{2}$ tolas per hour.
4. Speed of slivering— $2\frac{1}{2}$ tolas i.e., 40 slivers per $\frac{1}{2}$ an hour.

5. Speed of spinning on the takli with either hand and giving equal time to both the hands (including winding)—100 rounds of 12 counts per hour.

Average daily work.

- (1) Spinning—75 rounds of 12 counts per hour.
- (2) Carding—(including sliver making)— $1\frac{1}{2}$ tola per hour.
- (3) Maximum waste in spinning—4 per cent.

Second Term—Time $2\frac{1}{2}$ hours per day

Processes to be taught.

1. Making the following equipment by hand.
 - (a) Light carding bow from bamboo strips.
 - (b) Spring bow from split bamboo.
 - (c) Making ropes of hemp, grass, or other locally available material.—10 yards of rope.
2. Preparation of cotton and carding with the light bow. Making slivers of 4 tolas of cotton thus prepared.
3. Spinning on the takli.
4. To keep records of individual and class work (if possible).

Standard of attainment at the end of this term.

1. Uniformity of the yarn—60 per cent.
2. Strength of the yarn—50%.
3. Speed of carding and sliver making (16 slivers in one tola) and three tolas in one hour.
4. Speed of making slivers only—3 tolas in half an hour i.e., 48 slivers.

5. Speed of spinning on the takli (including winding) with either hand and giving equal time to both the hands—120 rounds of yarn of 12 counts in one hour.

Average daily work.

1. Spinning—90 rounds of 12 counts in one hour.
2. Carding (including sliver making)—2 tolas per hour.
3. Maximum wastage in spinning—4 per cent.

GRADE THREE

First Term—3 hours a day

The following processes to be taught in this term:—

1. Making of bamboo taklis (with or without hooks) by hand. The disk to be made of clay, tile, stone or similar locally available material—5 taklis.
2. Preparation of cotton and carding with the light bow and sliver making—Quantity 4 tolas.
This cotton should be used for spinning on the takli.
3. Spinning on the bow spindle with right hand.
4. Cleaning and oiling of the bow-spindle applying resin to the leather strap.
5. Spinning on the takli with either hand—40 minutes per day.
6. Recording—In this term the children should be taught to maintain both class and individual records including a craft log-book. Record of takli yarn and charkha yarn should be kept separately.
7. Combing of cotton seeds.
8. In this term the children should be able to recognise the various types of local and the principal types of Indian cotton, and should have some knowledge of the length of fibres on the varieties of local cotton and the count of yarn that can be spun out of it.

Standard of attainment at the end of the term.

1. Uniformity of the yarn—70 per cent.
2. Strength of the yarn 50 per cent.
3. Speed of carding including rolling of slivers— $3\frac{1}{2}$ tolas per hour.
4. Speed of spinning on the bow spindle including winding—400 rounds of 14 count in 2 hours.

Average daily work.

1. Spinning on the takli (including winding)—60 rounds in 40 minutes.
2. Spinning on the bow-spindle—1 latti per hour (160 rounds).
3. Carding— $2\frac{1}{2}$ tolas per hour.
4. Maximum wastage—4 per cent.

Second Term—Time 3 hours

The following processes to be taught in this term:—

1. Cleaning of cotton.
2. Ginning:—
 - (a) Separating cotton seeds by hand.
 - (b) With the hand gin.
3. Preparation of cotton and carding with the light bow.
4. The children should be taught how to calculate the count of the yarn by the following formula:—

Number of rounds

Weight (in $1\frac{1}{16}$ tolas) of rounds=Count of yarn.
Standards of attainment at the end of the term.

1. Uniformity of the yarn—70 per cent.
2. Strength of the yarn spun by takli 60 per cent.
3. Strength of the yarn spun by bow-spindle 50 per cent.
4. Spinning on the takli (including winding) with

either hand and giving the same time to both hands—120 rounds of 12 count per hour.

5. Spinning on the bow-spindle (including winding) with right hand—520 rounds of 16 counts in 2 hours.

6. Speed in carding (including sliver making)—4 tolas per hour.

Average daily work.

1. Spinning in takli—as in the first term.

2. Spinning in bow-spindle—200 rounds of 16 count per hour.

3. Carding (including sliver making) 3 tolas per hour.

4. Maximum wastage in spinning—4 per cent.

PROBLEMS CONNECTED WITH THE MECHANICS OF SPINNING

First Grade:—

According to the old curriculum.

Second Grade:—

- (1) Use of the spring in the light carding bow.
- (2) Vibrations and sound in the gut and string.
- (3) Clock-wise and anti-clock-wise motion.
Children should be taught these things by observation and practical experience.
- (4) Clock-wise and anti-clock-wise twist in strings.
- (5) Brightness in the fibres while preparing the cotton for carding.

Third Grade:—

- (1) Why should resin be applied on the leather strap of a bow-spindle?
- (2) What is the effect of the use of light or heavy disk on a bow-spindle, on the speed of spinning?
- (3) Why should we oil a bow-spindle?
- (4) Why does a spindle spin smoothly after oiling? Here the children should be taught the principle of friction, hinges of a door, swing, and on the pully for drawing water, should be used for their observation and as examples.
- (5) What will be the effect on carding of a tightly or loosely tied string gut on the carding bow?

APPENDIX D

List of Delegates and Visitors present at the Second Basic National Educational Conference held at Jamia-nagar, Delhi.

BENGAL

1. Sri Anath Nath Basu, Director, Post Graduate Training, Calcutta University.
2. Sri Apurba Kumar Chanda, Principal, David Hare Training College, Calcutta.
3. Miss M. Sykes, Viswabharati, Shantiniketan, Bengal.

BIHAR

4. Mr. A. A. Kazmi, Special Officer for Primary Education, Patna.
5. Rai Saheb Ram Saran Upadhyaya, Secretary, Basic Education Board, Patna.
6. Sri Pandey Jadunandan Prasad, Basic Training School, Patna.
7. Sri Sheo Kumar Lal, Basic Training School, Patna.
8. Sri Dwarka Singh, Basic Training School, Patna.
9. Sri Sri Narayan Chaudhuri, Basic Training School, Patna.
10. Sri K. Pandey, Basic Training School, Patna.
11. „ Gaya Lall, Basic Training School, Patna.
12. „ G. G. Sharma, Basic Training School, Patna.
13. „ Chandrashekhar Prasad Singh, Basic Training School, Patna.
14. Sri J. B. Thakhur, Basic Training School, Patna.

15. Sri T. P. Singh, Basic Training School, Patna.
16. „ T. Singh, Basic Training School, Patna.
17. „ Deodhari Prasad, Basic Training School, Patna.
18. Sri Baijnath Sahai, Basic Training School, Patna.
19. „ B. Chaudhuri, Basic Training School, Patna.
20. „ Sheo Dayal Singh, Basic Training School, Patna.
21. Sri S. N. Mandal, Basic Training School, Patna.
22. Maulvi Sirajul Huda, Supervisor, Basic Schools, Champaran.
23. Sri Ram Deo Thakur, Bihar Charkha Sangh, Madhubani.
24. Sri Lakshmi Narayan, Bihar Charkha Sangh, Madhubani.
25. Sri S. C. Verma, Basic School, Patna.

BOMBAY

26. Kumari Indumati Chimmanlal Seth, Ahmedabad.
27. Sri Jehina Bai Desai, Principal, Seth Chimmanlal Vidyalaya, Ahmedabad.
28. Sri S. D. Sardal, Basic School, Saswad, Poona.

CENTRAL PROVINCES

29. Sri Uttam Singh Tomar, Superintendent, Basic Normal School, Seoni.
30. Sri T. S. Tripathi, Basic Normal School, Seoni.
31. „ Sunder Lal Golhani, Basic Normal School, Seoni.
32. Rao Saheb J. V. Jog, Superintendent, Basic Normal School, Wardha.
33. Sri Shanker Ram Chandra Londhe, Supervisor, Basic Schools, Wardha.
34. Sri Dwarka Nath Lele, Gram Seva Mandal, Wardha.

35. Sri Amrit Lal Nanawati, Rashtra Bhasha Prachar Samiti, Wardha.
36. Sri M. Sabnis, Rashtra Bhasha Prachar Samiti, Wardha.
37. Sri M. Patel, Gandhi Seva Sangh, Wardha.
38. „ Kanti Lall Mehta, Wardha.
39. Sri John M. Lall, Friends' Ashram, Jamai, Itarsi.
40. Sri P. F. Kurion, Friends' Ashram, Jamai, Itarsi.
41. Sri Dhani Ram Verma, Basic Supervisor, District Council, Raipur.

DELHI

42. Sri G. C. Chatterji, Superintendent of Education, Delhi, Ajmer-Merwara and Central India, Delhi.
43. Sri T. Thadani, Principal, Hindu College, Delhi.
44. Mr. W. W. Wood, Director, Delhi Poli-Technique, Delhi.
45. Dr. Saeed Ansari, Principal, Teachers' Centre, Jamia Millia Islamia, Jamianagar, Delhi.
46. Shrimati Hanna Sen, Directress, Lady Irwin College, New Delhi.
47. Miss Bose, Principal, Modern High School, New Delhi.
48. Lala Raghbir Singh, Modern High School, New Delhi.
49. Sri Hari Bha Upadhyaya, Sasta Sahitya Mandal, New Delhi.
50. Sri Uma Kant Pandey, Gandhi Ashram, Delhi.
51. „ Jyoti Prasad, Gandhi Ashram, Delhi.
52. „ K. R. Pathik, Arya Anathalaya, Delhi.

MADRAS

53. Sri K. Arunachalam, Ram Krishna Vidyalaya,

Coimbatore.

54. Shi Rajgopalrao, Jogannapalayam, Andhra.
 55. Pt. V. Natesan, Park Town, Madras.

ORISSA

56. Acharya Hari Har Dass, Chairman Utkal Maulik Shiksha Parishad, Puri.
 57. Sri Gopabandhu Chaudhuri, Secretary, Utkal Maulik Shiksha Parishad, Ramchandrapur, Bari-Cuttack.
 58. Sri Sarat Chandra Maharana, Ramchandrapur, Bari-Cuttack.
 59. Kumari Annapurna Devi, Seva-Ghar, Bari-Cuttack.
 60. Shrimati Rama Devi, Seva-Ghar, Bari-Cuttack.

PUNJAB

61. Sri Ram Tirth Agarwala, Mehr Chand & Sons, Moga.

UNITED PROVINCES

62. Dr. Ibadur Rahman Khan, Principal, Basic Training College, Allahabad.
 63. Sri B. L. Srivastava, Basic Training College, Allahabad.
 64. Pt. Sita Ram Chaturvedi, Teachers' Training College, Hindu University, Benares.
 65. Prof. Abdul Ghafoor, Teachers' Training College, Aligarh University.
 66. Sri Nihar Ranjan Chaudhuri, Gandhi Ashram, Raniwa.
 67. Sri B. Brahmachari, Gandhi Ashram, Raniwa.
 68. Sri Bhagwati Bhushan, Gandhi Ashram, Raniwa.
 69. Sri Sri Lal Singh, Gandhi Ashram, Raniwa.
 70. Sri Prabhu Dass Gandhi, Gandhi Seva Sadan, Asafpur.

71. Seth Phul Chand, P. C. Dwadesh Shreni & Co., Ltd., Aligarh.

INDIAN STATES

72. Prof. Khwaja G. Saiyidain, Director of Education, Kashmir.

73. Sri G. O. Mukhtar, Personal Assistant to the Director of Education, Kashmir.

74. Mr. Faizul Haq Saheb, Inspector of Schools, Kashmir State.

75. Sri Shanti Swarup, Assistant Inspector of Schools, Kashmir State.

76. Sri Dharamvir Gupta, Basic School, Haripur, Kashmir.

77. Mr. M. Abdul Aziz Sahib, Kashmir.

78. Sri Raghunath Matto, Kashmir.

79. Sri S. D. Pandey, Principal, Birla College Pilani, Rajputana.

80. Sri Satyakam, Birla College, Pilani, Rajputana.

81. Sri Mudgal, Director of School Education, Indore State.

82. Dr. Mohammad Azir, Principal, Government College, Hyderabad.

83. Sri Gopal Rao Kulkarni, Vijaya Vidya Mandir, Avidha, Rajpipla.

84. Sri G. M. Makwana, Vijaya Vidya Mandir, Avidha, Rajpipla.

85. Sri T. M. Parekh, Vijaya Vidya Mandir, Avidha, Rajpipla.

86. Sri N. J. Patel, Vijaya Vidya Mandir, Avidha, Rajpipla.

87. Sri B. S. Tapodhan, Vijaya Vidya Mandir, Avidha, Rajpipla.

88. Sri Dayal Chandra Soni, Vidya Bhawan Udaipur, Rajputana.

89. Sri Jiwan Lal Pandit, Basic School, Pilani, Rajputana.

90. Sri Onkar Nath Sharma, Loco Foreman, Sojat Road, Jodhpur.

MEMBERS OF THE HINDUSTANI TALIMI SANGH

91. Dr. Zakir Hussain Jamianagar, Delhi.

President.

92. Sri Krishna Das Jaju, Wardha. *Treasurer.*

93. Sri Aryanayakam, Sevagram, Wardha.

Secretary.

94. Shrimati Asha Devi, Sevagram, Wardha.

Assistant Secretary.

95. Dr. Abid Husain, Jamia Millia Islamia, Jamianagar, Delhi.

96. Sri Krishna Das Gandhi, Sevagram, Wardha.

97. Acharya Kaka Kalekar, Wardha.

98. Acharya J. B. Kripalani, Swaraj Bhawan, Allahabad.

99. Begum Durrah-tul-Baiza Hassan, Delhi.

100. Acharya Badri Nath Verma, Basic Education Board, Patna.

101. Prof. M. Mujib, Jamia Millia Islamia, Jamianagar, Delhi.

102. Sri V. V. Atitkar, Tilak Rashtriya Vidyapith, Poona.

WORKERS OF THE HINDUSTANI TALIMI SANGH

103. Sri Chandra Gupta Varshniya, Sevagram, Wardha.

104. Sri Prabhakar Diwan, Sevagram, Wardha.

105. Sri S. N. Chaturvedi, Sevagram, Wardha.

